DOCUMENT RESUME

ED 477 131 UD 035 617

AUTHOR	Llagas, Charmaine
TITLE	Status and Trends in the Education of Hispanics.
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.
REPORT NO	NCES-2003-008
PUB DATE	2003-04-00
NOTE	186p.
AVAILABLE FROM	ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398. Tel: 1-877-4ED-PUBS (Toll-Free); Web site: http://www.nces.ed.gov.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	*Academic Achievement; Access to Computers; Adult Education; Adult Literacy; Age Differences; Attendance Patterns; Child Health; College Bound Students; College Entrance Examinations; College Faculty; Dropout Rate; Early Parenthood; Elementary Secondary Education; *English (Second Language); *Enrollment Trends; Grade Repetition; *Hispanic American Students; Infant Mortality; Labor Market; Language Minorities; Outcomes of Education; *Parent Influence; *Population Trends; Postsecondary Education; School Choice; Social Environment; Special Education; Student Behavior; Substance Abuse; Suspension; Violence; Voting
IDENTIFIERS	Achievement Gap; Latinos

ABSTRACT

This report examines the educational status of Hispanic Americans, presenting indicators illustrating recent educational gains and existing gaps. Data come from National Center for Education Statistics published reports as well as other federal agencies and organizations. There are four sections with eight chapters. Section 1, "Demographic Overview," includes (1) "Demographic Characteristics." Section 2, "Preprimary, Elementary, and Secondary Education," includes (2) "Participation," (3) "Persistence," (4) "Academics and Achievement," (5) "Social Environments and Parental Support for Learning," and (6) "Student Behaviors." Section 3, "Postsecondary Education," includes (7) "Participation and Context." Section 4, "Outcomes of Education," discusses (8) "Labor Market and Social Outcomes." Much of the recent rise in minority enrollment is attributed to growth in the Hispanic student population. Hispanics have retention and suspension/expulsion rates higher than those of Whites and lower than those of Blacks. They have higher dropout rates and lower graduation rates than Whites or Blacks. While their test scores were higher in 1999 than in 1970s, they were still lower than those of Whites. Over 50 percent of Hispanic students speak mostly English at home. Hispanic college enrollment increased between 1980-2000. There is a positive relationship between education and salary for all racial/ethnic groups, though incomes for Hispanic men are lower than those of white men at most educational levels. (Contains 28 bibliographic references and 76 tables.) (SM)

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U.S. Department of Education
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Status and Trends in the Education of Hispanics

April 2003

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Suggested Citation
U.S. Department of Education, National Center for Education Statistics. *Status and Trends in the Education of Hispanics,* (NCES 2003-008), by Charmaine Llagas. Project Officer: Thomas D. Snyder. Washington, DC: 2003.

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ACKNOWLEDGMENTS

Many people have contributed to the development of *Status and Trends in the Education of Hispanics*. Charmaine Llagas of the American Institutes for Research (AIR) was responsible for the overall development and preparation of this publication, which was prepared under the general direction of Thomas D. Snyder. Kathryn Hoffman (formerly), Corinne Calfee, Satoshi Watanabe (formerly), Stephen Provasnik, Linda Hamilton, Anindita Sen, and Benjamin Young of AIR provided research and statistical assistance. Jeanne Nathanson of the U.S. Department of Education contibuted to the initial development of the report. Richard Tobin, Stephen Provasnik, and Maria Stephens of AIR reviewed several drafts of the report. Debra Gerald, Steve Gorman, Jerry West, and John Wirt of NCES assisted in providing additional data. William Hussar and Valena Plisko of NCES and David Miller, Jason Sellers, and Thea Kruger (formerly) of the Education Statistics Services Institute (ESSI) of AIR assisted with the technical review of the document. Heather Block of ESSI managed the typesetting.

Status and Trends in the Education of Hispanics has received extensive reviews by several other individuals within and outside of the Department of Education. We wish to thank them for their time and expert advice. Bruce Taylor of NCES reviewed the manuscript and served as adjudicator of the final report. John Sietsema and Linda Zimbler of NCES, and Herbert J. Walberg of the NCES Advisory Council, reviewed the entire manuscript. Carolyn S. Lee of the Department of Education's Office of Vocational and Adult Education and Beth Franklin of the Department's Planning and Evaluation Service also reviewed the document.

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HIGHLIGHTS

The Hispanic population in the United States is growing rapidly and will soon become the largest minority group, surpassing the Black population by 2005. Hispanics have made gains in several key education areas in the past 20 years, but despite these gains, gaps in academic performance between Hispanic and non-Hispanic White students remain. *Status and Trends in the Education of Hispanics* examines the current condition and recent trends in the educational status of Hispanics in the United States. The report's highlights are as follows:

- Much of the recent rise in minority enrollment in elementary and secondary schools may be attributed to the growth in the number of Hispanic students. (Indicator 2.3)
- Hispanic students have retention and suspension/expulsion rates that are higher than those of Whites, but lower than those of Blacks. (Indicator 3.2)
- Hispanic students have higher high school dropout rates and lower high school completion rates than White or Black students. (Indicators 3.3 and 3.4)
- Hispanic students had higher NAEP reading, mathematics, and science scores in 1999 than in the 1970s, though their NAEP performance remains lower than White students. (Indicators 4.2 through 4.4)
- 1998 Hispanic high school graduates earned more credits than did 1982 graduates, especially in academic subjects. They also narrowed the gap with Whites on academic credits earned. (Indicator 4.5)
- Hispanic students are more likely than White and Black students to complete advanced foreign language classes. (Indicator 4.6)
- More Hispanic students than in previous years are taking Advanced Placement (AP) examinations. (Indicator 4.7)
- Over one-half of Hispanic students speak mostly English at home. (Indicator 5.3)
- The birth rates of Hispanic females ages 15 to 19 are higher than females from other racial/ethnic groups. (Indicator 6.5)
- Hispanic enrollments in colleges and universities increased between 1980 and 2000, though a smaller proportion of Hispanics complete college compared to Whites and Blacks. (Indicators 7.1 and 7.6)
- In the 1999-2000 school year, the most popular fields of study in which Hispanics earned bachelor's degrees were business, social sciences/history, psychology, and education. (Indicator 7.3)
- About 2 of 5 Hispanics 17 years old and over participate in adult education. (Indicator 7.8)
- There is a positive relationship between education and salary for all racial/ethnic groups, but the incomes of Hispanic men are lower than those of White men at most educational levels. (Indicator 8.2)

INTRODUCTION

In 2005, Hispanics will become the largest minority group in the United States, representing 13 percent of the population.[1,2] By the middle of this century, Hispanics are expected to comprise nearly one-fourth of the population in this country.[3] Hispanic students and adults have made gains in several key education areas in the past 20 years, such as increasing educational attainment and improving achievement scores. Despite these gains, however, gaps in academic performance between Hispanic and White (non-Hispanic) students remain.[4]

This report examines the educational status—both the current condition and recent trends—of Hispanics in the United States using statistical measures. It presents a selection of indicators that illustrate the educational gains made in recent years, as well as the many gaps that still exist. These indicators are examined in four sections and eight chapters arranged in the following manner:

I. Demographic Overview
  1. Demographic Characteristics
II. Preprimary, Elementary, and Secondary Education
  2. Participation
  3. Persistence
  4. Academics and Achievement
  5. Social Environments and Parental Support for Learning
  6. Student Behaviors
III. Postsecondary Education
  7. Participation and Context
IV. Outcomes of Education
  8. Labor Market and Social Outcomes

The structure of this report is patterned after *The Condition of Education*, an annual report produced by the National Center for Education Statistics (NCES).

Since the mid-1970s, NCES and other statistical agencies have routinely collected and reported data about Hispanic students as well as students of other racial/ethnic groups. NCES has oversampled minorities and conducted interviews in Spanish in an effort to ensure quality data about the Hispanic population. In some cases, the limited sample size of Hispanic subgroups has made analyses difficult or impossible. The oversampling is designed to ensure adequate numbers of survey respondents to provide a sound basis for statistical comparisons. Of particular note is the National Household Education Survey (NHES), which has incorporated these strategies to include Hispanics, and the National Assessment of

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[1] Hispanics are persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. This definition is used by the Office of Management and Budget as well as NCES.

[2] U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000.*

[3] Ibid.

[4] While in some NCES reports, the definition of Whites includes those of Hispanic descent, Whites in this report, where possible, have been disaggregated to Whites, non-Hispanic and Whites that include those of Hispanic origin, and are noted accordingly throughout.

Educational Progress (NAEP), which has worked to identify exclusion rates for limited-English proficient students. Despite these efforts, the coverage of limited-English proficient populations in surveys continues to be an issue for data collection and reporting. Whenever racial/ethnic data are collected in an NCES survey, they are released regularly in reports showing the highlights of the survey.

Status and Trends in the Education of Hispanics draws on the many statistics published by NCES in a variety of reports and synthesizes these in one compact volume. Many of the indicators in this volume were adapted from indicators used in *The Condition of Education* and *America's Children: Key National Indicators of Well-Being* (published by the Federal Interagency Forum on Child and Family Statistics). Others were specially developed for this volume or based on other publications, including the *Digest of Education Statistics*. This report also uses data from other federal agencies and organizations, including the

- U.S. Department of Commerce, Bureau of the Census;
- U.S. Department of Health and Human Services, Centers for Disease Control and Prevention (CDC);
- U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration;
- U.S. Department of Labor, Bureau of Labor Statistics;
- College Entrance Examination Board; and
- American College Testing Program (ACT).

The objective of this compilation of indicators is to make information about the educational status of Hispanics easily accessible to a variety of audiences.

NCES has produced reports to synthesize data on minority and other groups many times in the past. Short format reports based on findings in *The Condition of Education* have been produced on Hispanic and Black students. NCES also has produced general studies on the status of Hispanic and American Indian/Alaska Native students, as well as specialized studies on Hispanic-serving institutions and historically Black colleges and universities. The more general reports were produced many years ago, and there has been much interest on the part of many NCES customers in releasing new versions of those older studies. *Status and Trends in the Education of Hispanics* is part of a series of forthcoming reports that also includes *Status and Trends in the Education of Blacks* (NCES 2003-034) and *Status and Trends in the Education of American Indians and Alaska Natives* (NCES 2003-035).

It should be noted that this report refers to the racial/ethnic groups as Hispanics, Whites, Blacks, Asians/Pacific Islanders, and American Indians/Alaska Natives. These are the standard names and categories used in NCES surveys and reports. Due to the variety of data sources drawn upon for this report, however, there is limited flexibility on the presentation of data, which may lead to inconsistencies; thus, the definition of Whites and Blacks at times includes persons of Hispanic origin. In the text, the terms White and Black refer to those of non-Hispanic origin unless otherwise noted in the data tables and figures within each indicator.

It should also be noted that, although the limited availability of disaggregated data often leads researchers to treat Hispanics as if they were a homogeneous group, the U.S. Hispanic population is diverse. The three largest Hispanic subgroups are Mexican Americans, Puerto Ricans, and Cubans. Recent immigrants from Central America and South America constitute other smaller groups. These subgroups are concentrated in different parts of the United States; their economic circumstances vary and the timing of their immigration differs. In this analysis, trends for the overall U.S. Hispanic population are provided, as data usually are not available for subpopulations. When subpopulation data are available, however, they are presented accordingly. Unless otherwise noted, each indicator presents information for the Hispanic population as a whole in the 50 states and the District of Columbia, inclusive of immigrants and native-born individuals and regardless of race.

The indicators in this report compare Hispanics to all other racial/ethnic groups when available data permit. In some indicators, only narrower comparisons are possible. In other indicators, data are available for Hispanic subgroups. We have attempted to present data for the Hispanic population with, at a minimum, data for White and Black populations, though a few indicators present data for the Hispanic and total populations only. Some apparent differences in data between racial/ethnic groups or within groups over time may not in fact be statistically significant due to varying sizes of standard errors and sample sizes.

Unless otherwise noted, all statements cited in the text about differences between two or more groups or changes over time were tested for statistical significance and are statistically significant at the 0.05 level. Several test procedures were used, depending on the type of data interpreted and the nature of the statement tested. The most commonly used tests procedures are: *t*-tests; multiple *t*-tests with a Bonferroni adjustment to the significance level; and linear trend tests.

I DEMOGRAPHIC OVERVIEW

1 Demographic Characteristics

1.1 Population distribution and growth
1.2 Age distribution of the population
1.3 Family structure
1.4 Individuals, families, and children in poverty
1.5 Children's health risks
1.6 Infant and child mortality

This section provides a context for the education statistics appearing in other sections of this publication. Some demographic characteristics have a direct impact on education statistics, while other demographic conditions are associated with education achievement in more complex ways. For example, increases in the population of young children of any specific group have a direct impact on enrollment since nearly all young children are enrolled in school. Also, children living in poverty tend to have lower educational achievement than children who are not living in poverty.

Some of the data in this section provide information that is useful for understanding the general environment in which minority children live, even though it may be difficult to calculate a direct effect of this environment on educational outcomes. These data are included to help analysts frame or interpret the presented education data in a broader context of social conditions. Health information is important for understanding the general well-being of minority children, but the direct impact on student achievement has not been analyzed in NCES studies. Information on family structure and family size also provide additional context on the social environment of minority children. These social condition variables are related to the socioeconomic status of the children, which is an important factor associated with student achievement. Furthermore, it is important to bear in mind that many Hispanics are immigrants, and to consider the implications of immigrant status on education.

1.1 Population distribution and growth

The Hispanic population in the United States is growing more than any other population and is projected to be the largest minority group in the country by 2005.

In 2000, 32.5 million Hispanics lived in the United States, comprising nearly 12 percent of the total population. Between 1990 and 2000, the Hispanic population increased by approximately 10 million people, accounting for 38 percent of the nation's overall population growth during the decade. Hispanics are expected to account for 51 percent of the population growth between 2000 and 2050 so that, by mid-century, Hispanics are projected to reach 98 million in number, thus representing about one-fourth of the total U.S. population and more than three times their current number. In 2000, Hispanics were already the largest minority group among children (see Indicator 1.2) and, by 2005, Hispanics are expected to surpass Blacks as the nation's largest minority group overall (supplemental table 1.1c).

Hispanics are a diverse group including individuals of different origins and races. The largest Hispanic subgroup in the United States is of Mexican origin, and in 1997, they comprised two-thirds (66 percent) of the Hispanic population. Other Hispanic subgroups came from Central or South America (15 percent), Puerto Rico (9 percent), Cuba (4 percent), and other Hispanic countries (6 percent).[5]

Of the Hispanics currently in the United States, 62 percent were born in the United States.[6] Thirty-two percent had both parents who were native-born in the United States. This was more than the 29 percent of native-born Hispanics with at least one parent who was foreign-born, and less than the 88 and 90 percent of Whites and Blacks, respectively, whose parents were both native-born. Asians/ Pacific Islanders were less likely than Hispanics, Whites, or Blacks to have had both parents who were native-born in the United States.

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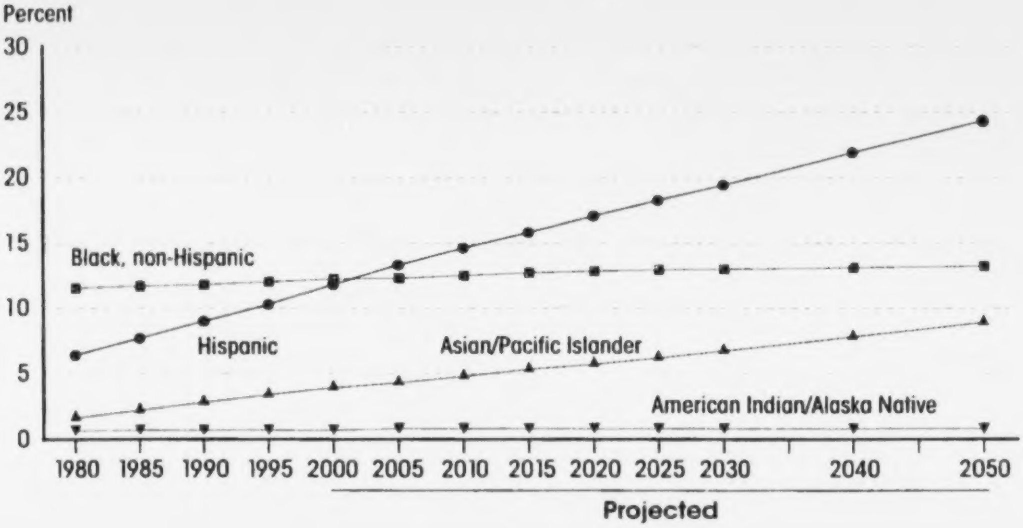
[5] U.S. Department of Commerce, Bureau of the Census, *The Hispanic Population in the United States* (2001).

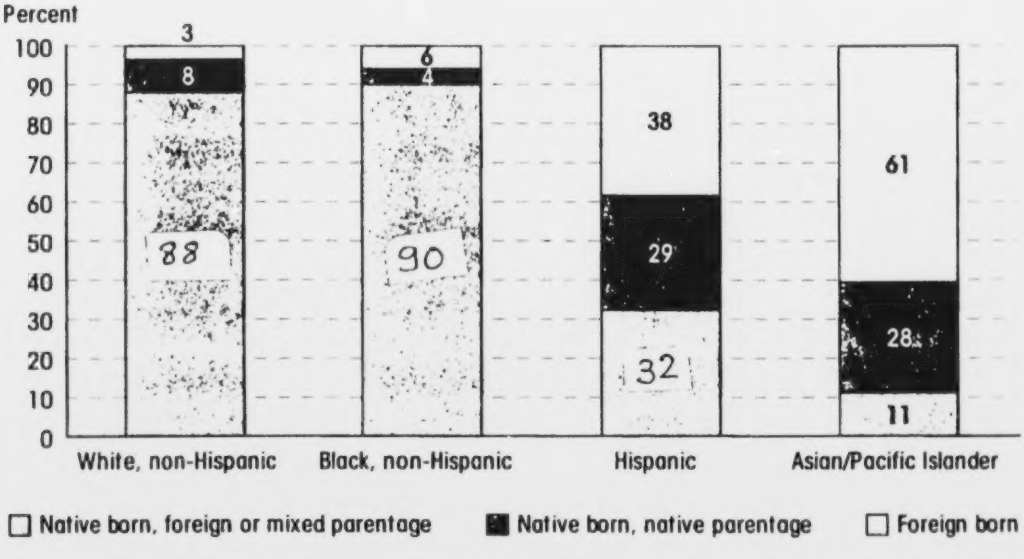
[6] This estimate is derived from the supplemental table, which is more precise than the graph on the next page.

Percent of the resident U.S. population, by minority race/ethnicity: Selected years 1980 to 2000 and projections to 2050



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program and Population Projections Program.

Percentage distribution of the major racial/ethnic groups in the United States, by nativity: 1997



NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Profile of the Foreign-Born Population of the United States: 1997*, based on March Current Population Survey, 1997.

1.2 Age distribution of the population

The Hispanic population is younger on average than the population overall.

In 2000, the median age of Hispanics in the United States was 26.6 years, younger than the median age for any other racial or ethnic group. Over 11.4 million Hispanic children under age 18 resided in the United States in 2000, representing 16 percent of all children under age 18 in this country, compared to Hispanics' overall representation in the population at 12 percent (see Indicator 1.1).

As with the Hispanic population in general, the number of Hispanic children as a proportion of all children has been increasing faster than for White and Black children. By 2020, it is projected that more than one in five children under 18 in the United States will be of Hispanic origin. Currently, Hispanic children account for about one in six children. The steady increase in the Hispanic population under 18 years old is attributed to increased immigration and to the relatively high annual fertility rate of Hispanic women (in comparison to other races/ethnicities), which was, in 2000, 105.9 births per 1,000 females ages 15 to 44.[7]

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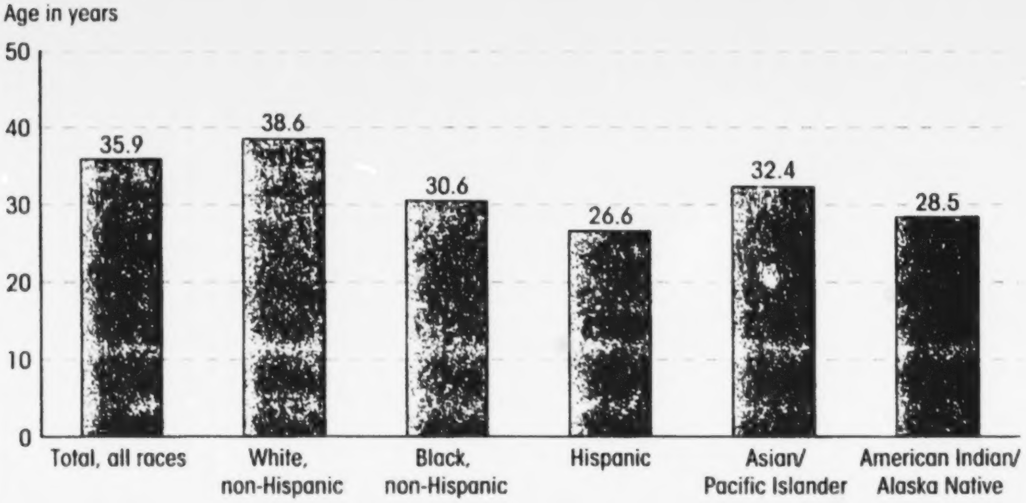
[7] U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, *National Vital Statistics Systems, 50* (5).

Median age of the U.S. population, by race/ethnicity: 2000



SOURCE: U.S. Department of Commerce, Bureau of the Census, *Resident Population Estimates of the United States by Sex, Race, and Hispanic Origin: April 1, 1990 to July 1, 1999, with Short-Term Projections to November 1, 2000*, based on Population Estimates Program.

Number and percentage distribution of children under 18 by race/ethnicity: 1990, 2000, and projected 2020

Race/ethnicity	Number in millions 1990	2000	2020	Percentage distribution 1990	2000	2020	Percent change 1990 to 2000	Percent change 2000 to 2020
Total	64.1	70.3	77.1	100	100	100	10	10
White, non-Hispanic	44.1	45.0	42.8	69	64	55	2	-5
Black, non-Hispanic	9.4	10.2	10.8	15	15	14	8	6
Hispanic	8.0	11.4	18.1	12	16	23	43	58
Asian/Pacific Islander	2.0	3.0	4.8	3	4	6	48	60
American Indian/ Alaska Native	0.6	0.7	0.7	1	1	1	7	8

NOTE: Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program.

1.3 Family structure

Slightly less than two-thirds of Hispanic children live in two-parent families.

Children who live with two parents in the home may have access to more social and financial resources than children who live with a single parent. (See Indicator 1.4 for more information on the link between family structure and poverty.) Sixty-five percent of Hispanic children lived in homes with two married parents (which, by definition, includes adoptive or step-parents). By comparison, 78 percent of White and 37 percent of Black children lived with married parents. One-quarter of Hispanic children lived in homes headed by their mothers (biological, adoptive, or step-mother).

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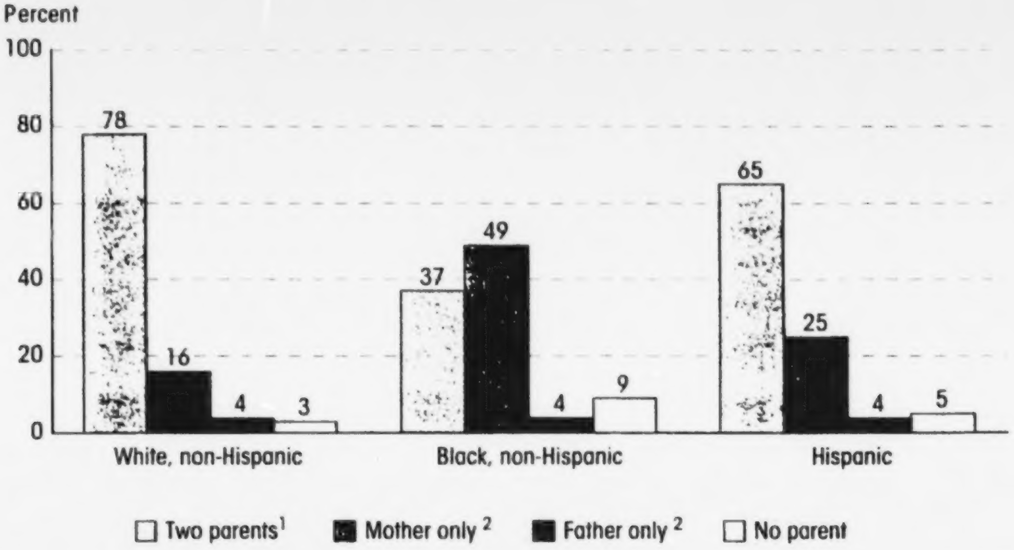
Percentage distribution of children under age 18, by presence of parents in household (family structure) and race/ethnicity: 2000



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[1] Excludes families where parents are not living as a married couple.

[2] Because of data limitations, includes some families in which both parents are present in household but are living as unmarried partners.

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Household Relationship and Living Arrangements of Children Under 18 Years, by Age, Sex, Race, Hispanic Origin, and Metropolitan Residence: March 2000. Table C2*, based on Population Estimates Program.

1.4 Individuals, families, and children in poverty

A smaller percentage of Hispanics live below the poverty level now than in most previous years; yet whether measured as individuals, families, or children, Hispanics continue to be overrepresented in poverty.

Poverty poses a serious challenge to children's access to quality learning opportunities and their potential to succeed in school.[8] In 2000, Hispanics comprised just under 12 percent of the U.S. population, but Hispanic individuals comprised about 21 percent of those living in poverty in the United States.[9] As for Hispanic children specifically, 28 percent were living in poverty.

No differences were detected beween the percent of Hispanic individuals living below the poverty level and that of Black individuals (22 percent);[10] but the percent of Hispanic individuals and the percent of Hispanic children in poverty are much higher than that of White individuals and children, at 8 and 9 percent, respectively. No differences were detected beween the percent of Hispanic families and the percent of Black families living below the poverty level, which were both higher than their counterpart White families (supplemental table 1.4c).

One factor that appears to be related to families' poverty level is family structure, with married-couple households less likely to be poor than households headed by women with no husband present. For instance, 14 percent of Hispanic married-couple families lived below the poverty level, compared with 34 percent in female-headed households who did so. A similar pattern emerges for Whites and Blacks.[11] However, Hispanic married-couple families were more likely to be living in poverty than their White or Black counterparts (3 and 6 percent, respectively).

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[8] L. Lippman, S. Burns, E. McArthur, R. Burton, T. Smith, and P. Kaufman, *Urban Schools: The Challenge of Location and Poverty* (NCES 96–184).

[9] To define poverty, the U.S. Census Bureau utilizes a set of money income thresholds that vary by family size and composition. A family, along with each individual in it, is considered poor if the family's total income is less than that family's threshold. The poverty thresholds do not vary geographically and are updated annually for inflation using the Consumer Price Index. The official poverty definition counts money income before taxes and does not include capital gains and noncash benefits (such as public housing, Medicaid, and food stamps). U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000.*

[10] Unlike most instances, Black category includes those of Hispanic origin.

[11] Unlike most instances, Black category includes those of Hispanic origin.

Number and percentage of individuals and children living below the poverty level, by race/ethnicity: 2000

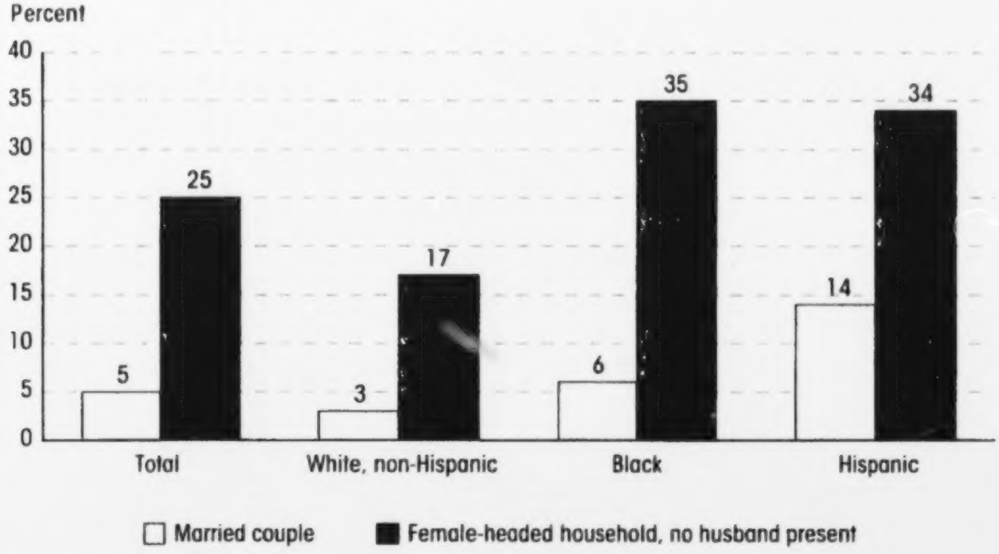
	Individuals		Children	
Race/ethnicity	Number in poverty, in thousands	Percent in poverty	Number in poverty, in thousands	Percent in poverty
Total*	31,139	11	11,633	16
White, non-Hispanic	14,572	8	4,222	9
Black	7,901	22	3,526	31
Hispanic	7,155	21	3,330	28

* Total includes other racial groups that are not presented separately.

NOTE: Black category includes those of Hispanic origin.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000*, based on March Current Population Survey, 2000.

Percent of families living below the poverty level, by family structure and race/ethnicity: 2000



NOTE: Black category includes those of Hispanic origin.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000*, based on March Current Population Survey, 2000.

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1.5 Children's health risks

In 2000, one-fourth of Hispanic children under 18 had no public or private health insurance, and one-fourth of Hispanic children ages 19 to 35 months had not received immunizations.

Low birthweight, defined as less than 2,500 grams (or 5.5 pounds), is associated with an increased risk of infant death, as well as with an increased risk for long-term illness and disability.[12,13] In 2000, 6.4 percent of the infants born to Hispanic women were low birthweight—a figure that is lower than the national average (7.6 percent) and that for Blacks (13.1 percent). Within Hispanic subgroups, the occurrence of low-birthweight births varies. For example, in 2000, women of Mexican origin had the lowest incidence of low-birthweight infants (6.0 percent) whereas women of Puerto Rican origin had the highest incidence (9.3 percent).

Preventive safeguards against possible illnesses and ailments can reduce children's health risks. Health insurance and vaccinations by the age of three have been advocated for a child's health and well-being.[14] Because children without health insurance may be less able to access care and treatment in the event of sickness or injury, the percent of children with health insurance and with vaccinations are key indicators of children's health risks. In 2000, one-quarter (25 percent) of all Hispanic children under age 18 were not covered by health insurance, compared to 7 percent of White and 13 percent of Black children in the same age bracket.[15]

(Continued on page 16.)

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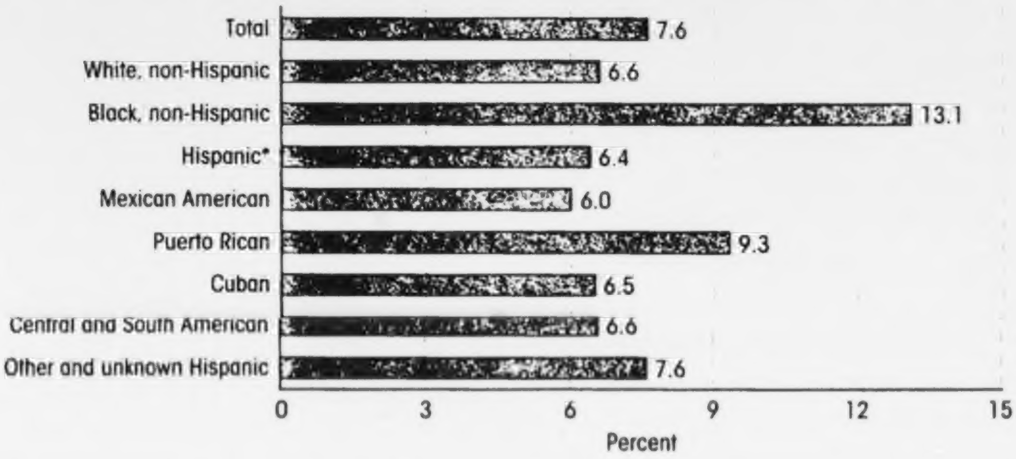
[12] J.L. Kiely, K.M. Brett, S. Yu, and D.L. Rowley, "Low Birthweight and Intrauterine Growth Retardation," in *From Data to Action: CDC's Public Health Surveillance for Women, Infants, and Children* (Atlanta, GA: Centers for Disease Control and Prevention, 1994).

[13] J.A. Martin and M.M. Park, "Trends in Twin and Triplet Births: 1980-97," *National Vital Statistics Reports (1999), 47*(24).

[14] Nemours Foundation, KidsHealth Project, "Your Child's Immunizations." Available: *http://kidshealth.org/parent/general/body/vaccine.html* [December 19, 2002].

[15] Unlike most instances, Black category includes those of Hispanic origin.

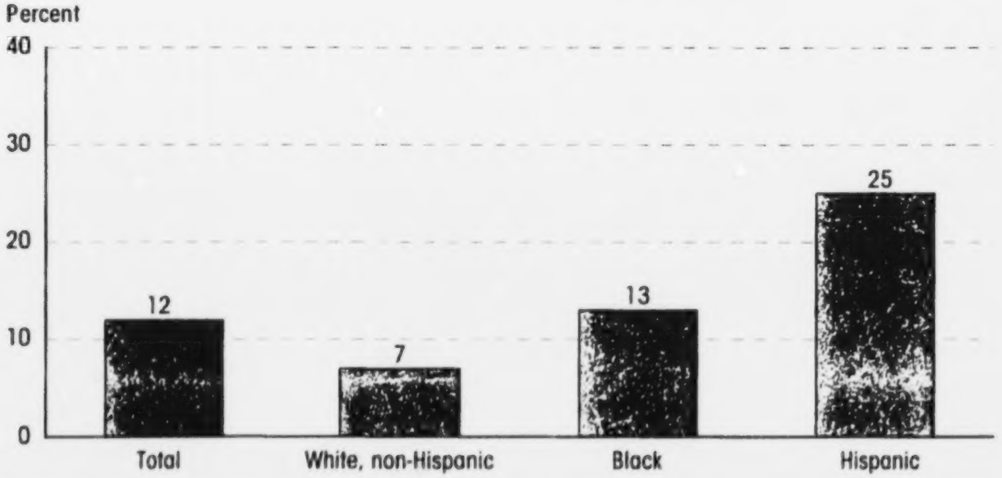
Percent of infants born with low birthweight, by race/ethnicity: 2000



* Hispanic includes subgroups shown separately.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

Percent of children under age 18 with no health insurance, by race/ethnicity: 2000



NOTE: Black category includes those of Hispanic origin.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

In 2000, 25 percent of Hispanic children ages 19 to 35 months had not received the 4:3:1:3 combined series vaccination;[16] no differences were detected between the proportion of these children and the proportions of Black (28 percent) and White (21 percent) children who had not received it.

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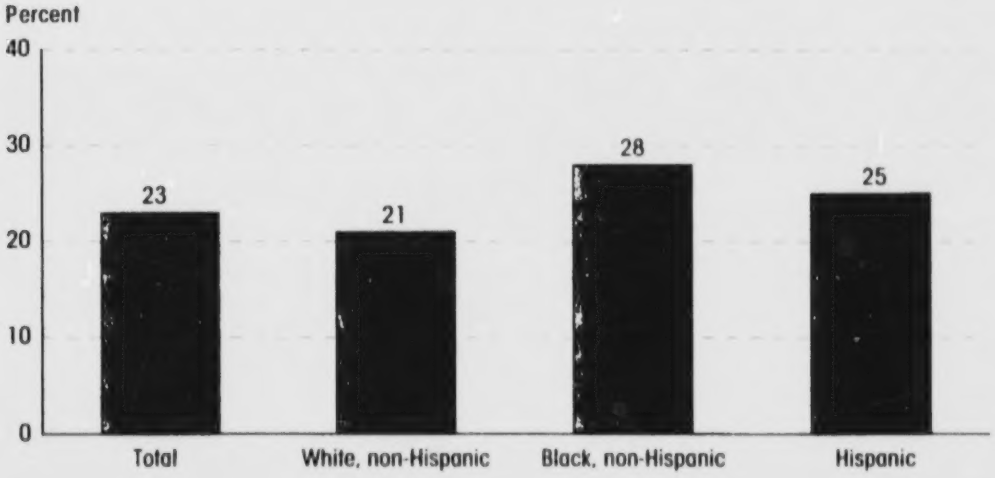
[16] The 4:3:1:3 is a combined series of the four most commonly given vaccines, including: four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three doses of polio vaccine, one dose of measles-containing vaccine (MCV), and three doses of *Haemophilus influenzae* type b (Hib) vaccine.

Percent of children ages 19-35 months without the 4:3:1:3 combined series of vaccinations, by race/ethnicity: 2000



NOTE: The 4:3:1:3 is a combined series of the four most commonly given vaccines, including: four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three doses of polio vaccine, one dose of measles-containing vaccine (MCV), and three doses of *Haemophilus influenzae* type b (Hib) vaccine.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics and National Immunization Program, National Immunization Survey, 2000.

1.6 Infant and child mortality

Infant mortality rates for Hispanics are lower than those for Blacks and American Indians/Alaska Natives, and similar to those for Whites and Asians/Pacific Islanders. Child mortality rates for Hispanics are lower than those for Blacks.

Infant mortality rates (the number of deaths per 1,000 live births) declined for all racial and ethnic groups between 1983 and 1999. For Hispanics, the infant mortality rate decreased from 9.5 in 1983 to 5.7 in 1999. The 1999 infant mortality rate for Hispanics compares to a 1999 infant mortality rate of 4.8 for Asians/Pacific Islanders, 5.8 for Whites, 9.3 for American Indians/Alaska Natives, and 14.1 for Blacks. Among Hispanic subgroups, Cubans and Central and South Americans had the lowest rates of infant mortality (each 4.7), and Puerto Ricans had the highest rate (8.3).[17]

Like infant mortality rates, child mortality rates for Hispanic children have declined since the 1980s. For example, the 1999 child mortality rate (or deaths per 100,000 children) for Hispanic children ages 1 to 4 was 32.1, lower than the 1985 rate of 46.1. These rates are similar to those for White children at the same ages, who also experienced a decline from their 1985 rate of 45.3 to the 1999 rate of 29.7. The 1999 rate for Hispanic children ages 1 to 4 was almost one-half the rate for Black children (58.9),[18] but one and one-half times the rate for Asian/Pacific Islander children (23.0). For children ages 5 to 14, the 1999 mortality rate among Hispanic children was 16.9, again similar to that for Whites of the same ages (17.5), but lower than that for Blacks (28.7). This rate was higher than that for Asian/Pacific Islander children of the same ages (12.2).

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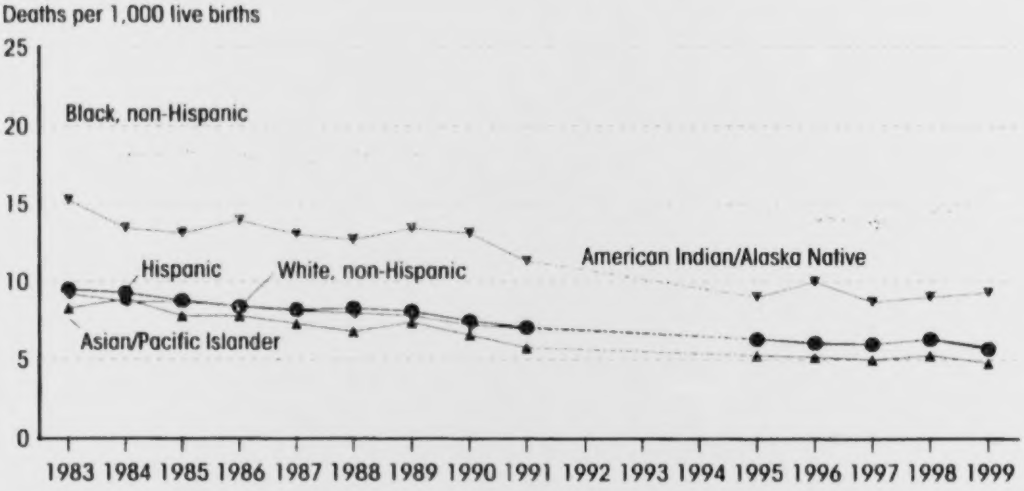
[17] Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002* (Washington, DC: U.S. Government Printing Office).

[18] Unlike most instances, Black category includes those of Hispanic origin.

Infant mortality rates, by race/ethnicity: 1983–99



NOTE: Dashed lines represent periods for which there are no data.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Linked Files of Live Births and Infant Deaths.

Number of deaths per 100,000 children ages 1–14, by age group and race/ethnicity: Selected years 1980 to 1999

	Ages 1–4					Ages 5–14				
Race/ethnicity	1980	1985	1990	1995	1999	1980	1985	1990	1995	1999
Total	63.9	51.8	46.8	40.6	34.7	30.6	26.5	24.0	22.5	19.2
White, non-Hispanic	—	45.3	37.6	33.9	29.7	—	23.1	21.5	20.1	17.5
Black	97.6	80.7	76.8	70.3	58.9	39.0	35.5	34.4	33.4	28.7
Hispanic	—	46.1	43.5	36.7	32.1	—	19.3	20.0	20.5	16.9
Asian/Pacific Islander	43.2	40.1	38.6	25.4	23.0	24.2	20.8	16.9	16.8	12.2

— Data not available.

NOTE: Black category includes those of Hispanic origin.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

2 Participation

2.1 Enrollment in preprimary education and kindergarten
2.2 Early literacy activities
2.3 Elementary and secondary school enrollment
2.4 Before- and after-school care
2.5 Special education

The indicators in this section profile trends in enrollment at the preprimary, elementary, and secondary levels of education, as well as participation in other types of less structured learning activities. These data form key indicators of access to educational opportunities. Early childhood education programs are intended to prepare children socially and academically for formal schooling. Elementary and secondary education provides knowledge, skills, and habits that prepare students for further learning and productive membership in society. Differences in enrollments among racial/ethnic groups can provide insight into inequality of access and participation, issues that are of national concern. Enrollments are explored in various ways including time-series trends and Hispanic student enrollment in schools with varying proportions of minority students.

2.1 Enrollment in preprimary education and kindergarten

Hispanic children are less likely than White or Black children to be enrolled in center-based preprimary education at the age of 3, but are no less likely than White children at ages 4 and 5.

Involving students in preprimary programs can help them prepare for elementary school.[19] Hispanic children are less likely to be enrolled in center-based preprimary education programs at age 3 than White and Black children. In 1999, 26 percent of Hispanic 3-year-olds were enrolled in center-based preprimary education, less than the 47 percent of White and 60 percent of Black 3-year-olds who were enrolled at this age. By age 4, however, there was no gap in enrollment rates between Hispanic and White children, with 64 percent of Hispanic 4-year-olds and 69 percent of White 4-year-olds enrolled. These percentages are lower than that of Black children (with 81 percent enrollment). By age 5, 89 percent of Hispanic children were enrolled in center-based preprimary education or kindergarten. Again no difference was detected with the enrollment rate for White children (93 percent). Both of these percentages are lower than the near-universal enrollment (99 percent) of Black children.

Between 1991 and 1999, the percent of Hispanic 4-year-olds enrolled in center-based programs or kindergarten increased from 52 to 64, but no statistically significant increases in the percentages of 3- and 5-year-old Hispanic children enrolled in these types of programs were detected.

Among both 3- and 4-year-olds, no differences were detected between poor and nonpoor Hispanic children in enrollment in center-based preprimary education programs and kindergarten in 1999.[20] This was also the case for poor and nonpoor Black 3- and 4-year olds (supplemental table 2.1b).

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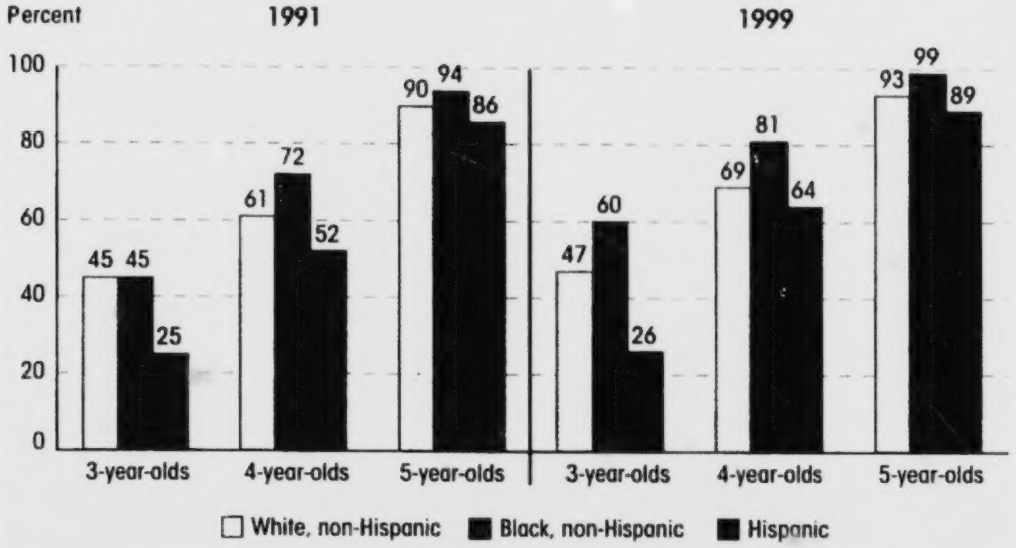
[19] S. Bredekamp and C. Copple, *Developmentally Appropriate Practice in Early Childhood Programs* (Washington, DC: National Association for the Education of Young Children, 1997).

[20] The poverty thresholds used here are the same as those used by the Bureau of the Census (see Indicator 1.4).

Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by race/ethnicity: 1991 and 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000,* based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

2.2 Early literacy activities

Hispanic children are less likely than their White or Black peers to be read to or to visit a library.

Research suggests that reading to young children aids in their language acquisition, early reading performance, and later success in school.[21] Other early literacy activities, such as telling stories, may also enhance children's chances for success in school.[22] This indicator reports on the percentage of 3- to 5-year-old children not yet enrolled in kindergarten who participated in three literacy activities at home according to parents' responses: being read to, being told stories, and visiting a library.

In 1999, 61 percent of Hispanic children had been read to three or more times in the past week, 40 percent were told a story by a family member in the past week, and 25 percent had visited a library within the past month. No differences were detected between the percentages of Hispanic parents reporting that their 3- to 5-year-olds were being told a story or visiting the library in 1991 and 1999. The percent of Hispanic 3- to 5-year-olds being read to rose from 53 percent in 1991 to 62 percent in 1993, but there has been no change since.

Hispanic children were less likely than White or Black children to be read to or to visit a library in 1999. They were also less likely than White children to be told a story.

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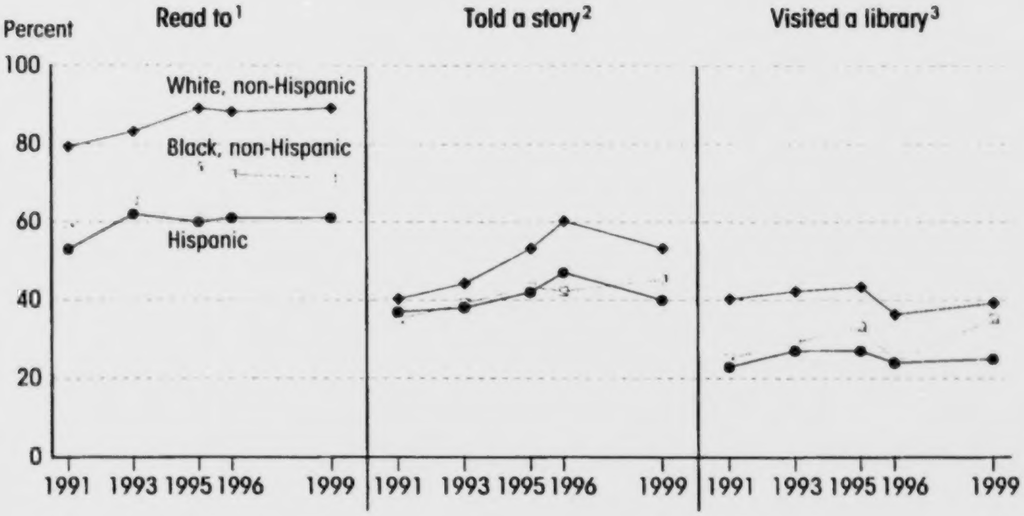
[21] C.E. Snow, M.S. Burns, and P. Griffin (Eds.), *Preventing Reading Difficulties in Young Children* (Washington, DC: National Academy Press, 1998).

[22] C. Snow, "The Theoretical Basis for Relationships Between Language and Literacy in Development," *Journal of Research in Childhood Education (1991), 6*: 5–10.

Percent of 3- to 5-year-olds not yet enrolled in kindergarten who participated in various home literacy activities with a family member, by race/ethnicity: Selected years 1991 to 1999



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[1] Refers to being read to at least three times in the past week.

[2] Refers to being told a story at least once in the past week.

[3] Refers to visiting a library at least once in the past month.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education Component), 1993 (School Readiness Component), 1995 (Early Childhood Program Participation Component), 1996 (Parent and Family Involvement in Education Component), and 1999 (Parent Interview Component), restricted-use data.

2.3 Elementary and secondary school enrollment

Much of the recent rise in minority enrollment may be attributed to the growth in the number of Hispanic students. Most Hispanic students attend schools where minorities are the majority of the student body.

In 2000, minorities constituted 39 percent of public school students in kindergarten through 12th grade, of which 44 percent were Hispanic (17 percent of total enrollment).

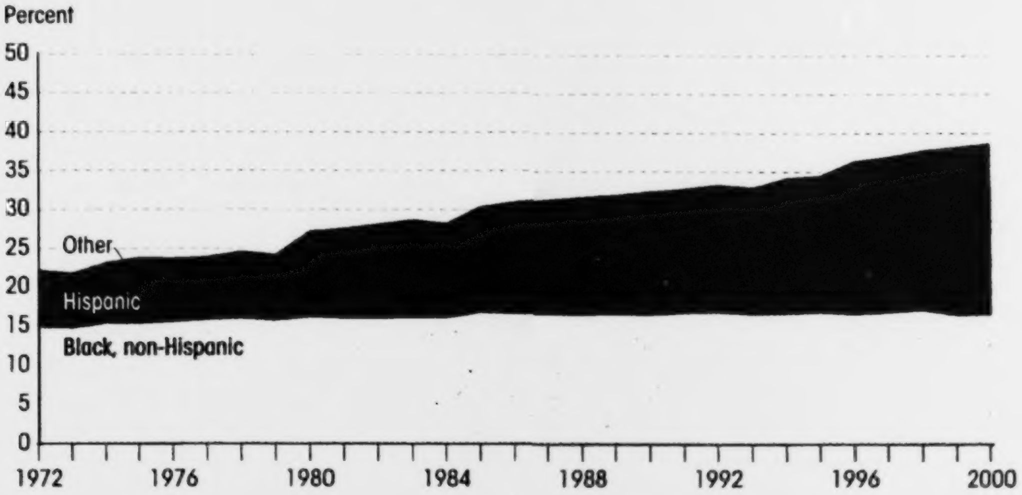
Between 1972 and 2000, the percentage of Hispanic students in public schools increased 11 percentage points and the overall percentage of minority students increased 17 percentage points. By comparison, the percentage of Black students in public schools increased only about 2 percentage points between 1972 and 2000 (supplemental table 2.3a).

There are regional differences in the proportion of students enrolled in public schools who are Hispanic (as well as those from other minorities). The largest concentration of Hispanic students is in the West, where they represented 32 percent of students in 2000 (an increase of 16 percentage points from 1972) (supplemental table 2.3b).

The majority of Hispanic students attending public elementary and secondary schools are enrolled in schools where minorities comprise the majority of the student population. In 2000, 38 percent of Hispanic students were enrolled in schools where minorities accounted for 90 percent or more of the student body, and 77 percent of Hispanic students were enrolled in schools where minorities made up 50 percent or more of the population. The majority of Hispanic students also are enrolled in public schools that are largely Hispanic (supplemental table 2.3c). For example, 32 percent of Hispanic public-school students attended schools that were over 75 percent Hispanic enrollment, and 55 percent attended schools that were over 50 percent Hispanic enrollment. Less than one-quarter of Hispanic public-school students attended schools in which Hispanic enrollment was less than 25 percent in 2000.

(Continued on page 28.)

Percent of public school students enrolled in grades K-12 who were minorities, by race/ethnicity: 1972-2000



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972-2000.

Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent minority of school: Fall 2000

Race/ethnicity	Total	Less than 10 percent	10–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
Total	100	28	19	19	13	8	14
White, non-Hispanic	100	43	26	20	8	2	1
Black, non-Hispanic	100	2	7	19	21	13	37
Hispanic	100	2	7	15	20	19	38
Asian/Pacific Islander	100	7	15	23	22	18	15
American Indian/ Alaska Native	100	9	19	27	17	8	20

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000-01.

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Hispanic public school enrollment can also be looked at with respect to various school demographic characteristics. Almost two-thirds (65 percent) of all Hispanic students lived in large cities or the urban fringe of large cities in 2000. Compared to White public school students, Hispanic students were more likely to reside in large cities (32 percent versus 6 percent) and less likely to reside in towns or rural areas (14 percent versus 40 percent). Compared to Black public school students, Hispanic students were as likely to live in large cities, but a larger percentage of Black students (19 percent) lived in towns or rural areas.

Hispanic students comprised one-quarter or more of public school enrollment in five states (Arizona, California, Nevada, New Mexico, and Texas) (supplemental table 2.3e). Forty-one percent of students in the top 10 largest public school districts were Hispanic. Other racial/ethnic groups were not as common as Hispanic students in these districts: Whites represented 19 percent, Blacks represented 31 percent, and Asians/Pacific Islanders represented 9 percent. (The percentage of American Indians/Alaska Natives in public school districts rounded to 0.) Hispanics were the largest racial/ethnic group in four of these districts: New York City (NY), Los Angeles Unified (CA), Dade County (FL), and Houston Independent School District (TX) (supplemental table 2.3f).

More than one-half (59 percent) of Hispanic 4th-grade students were in public schools in which more than 50 percent of the students were eligible to receive free or reduced-price lunches. Twenty-six percent attended schools in which 51 to 75 percent of the students were eligible, and 16 percent attended schools in which 76 to 99 percent of the students were eligible. Seventeen percent of Hispanic students were enrolled in schools with 100 percent of the students eligible for free or reduced-price lunch.

Percentage distribution of public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2000

Urbanicity	Total	White, non-Hispanic	Total minority	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total[1]	100	100	100	100	100	100	100
Large city[2]	16	6	31	32	32	28	10
Mid-size city[3]	13	11	16	19	15	12	11
Urban fringe/large city[4]	30	31	30	24	33	44	16
Urban fringe/mid city[5]	9	11	6	6	6	5	6
Large town[6]	1	1	1	1	1	1	2
Small town[7]	9	11	6	8	5	2	17
Rural[8]	21	28	10	10	8	8	38

[1] Total includes those of unknown urbanicity.

[2] Central city of metropolitan statistical area (MSA) with population of 400,000 or more or a population density of 6,000 or more persons per square mile.

[3] Central city of an MSA but not designated as a large central city.

[4] Place within the MSA of a large central city.

[5] Place within the MSA of a midsize central city.

[6] Place not within an MSA but with population of 25,000 or more and defined as urban.

[7] Place not within an MSA with a population of at least 2,500, but less than 25,000.

[8] Place with a population of less than 2,500.

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000-01.

Percentage distribution of 4th-grade public school students of each racial/ethnic group, by percentage of students in school eligible for free or reduced-price lunch: 2000

Race/ethnicity	Total	0 percent	1–5 percent	6–10 percent	11–25 percent	26–50 percent	51–75 percent	76–99 percent	100 percent
Total	100	6	11	11	14	20	20	11	6
White, non-Hispanic	100	7	14	15	18	23	17	5	1
Black, non-Hispanic	100	2	2	2	7	14	28	32	13
Hispanic	100	4	4	7	9	16	26	16	17
Asian/Pacific Islander	100	7	27	16	9	13	10	17	2
American Indian/ Alaska Native	100	3	2	1	9	25	32	16	12

NOTE: Percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

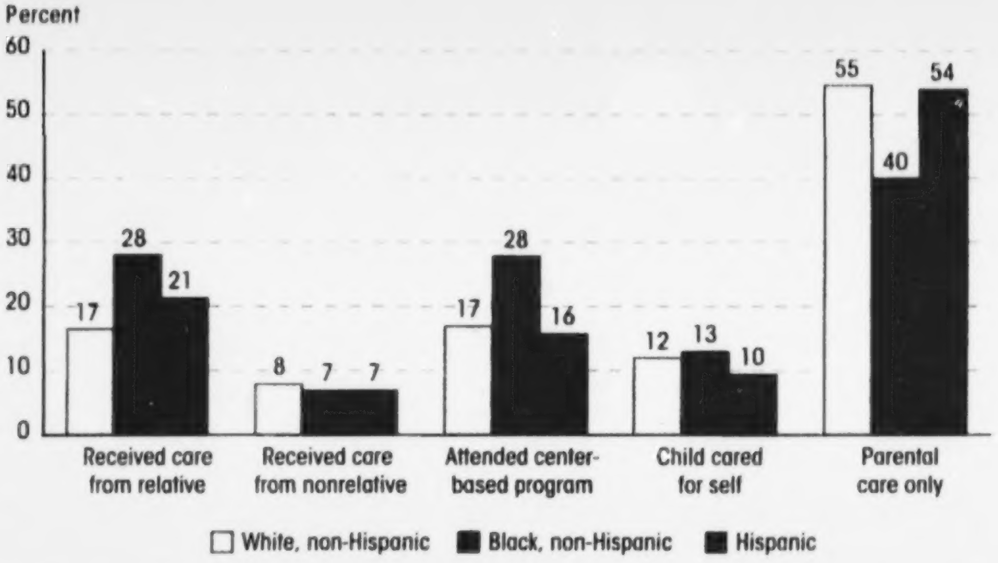
2.4 Before- and after-school care

Hispanic students are more likely than White students to receive care from another relative, but less likely than White students to care for themselves before and after school.

In 1999, over one-half of all Hispanic children in kindergarten through 8th grade received only parental care before and after school, while 21 percent received care from another relative and 16 percent attended a center-based program. No differences were detected between the percentages of Hispanic children who received care from a nonrelative and those who cared for themselves before and after school (7 and 10 percent, respectively).

The rates for Hispanic students were not statistically different from rates for White students in each of the following categories of before- and after-school care: receiving care from a nonrelative, attending a center-based program, and receiving care from their parents. Hispanic students are more likely than White students to receive care from another relative but less likely to care for themselves before and after school. In contrast, Hispanic students are more likely than Black students to have only parental care, but less likely than Blacks to receive care from another relative or to attend a center-based program.

Percent of children in grades K-8 who received various types of care before and after school, by race/ethnicity: 1999



NOTE: Percentages for each racial/ethnic group may add to greater than 100 because more than one category could be indicated.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

2.5 Special education

Hispanics are about as likely as Whites to receive special education services, but more likely than Asians/Pacific Islanders and less likely than Blacks and American Indians/Alaska Natives to do so.

The Individuals with Disabilities Education Act (IDEA) helps children with disabilities receive special education.[23] In the 1999–2000 school year, 13 percent of children 3 to 21 years old received services under IDEA. A smaller-than-average percent of Hispanics and Whites were served under IDEA (both 11 percent), while larger-than-average percentages of Black and American Indian/Alaska Native children were served under the program (15 and 14 percent, respectively). Six percent of Asian/Pacific Islander children received such services.

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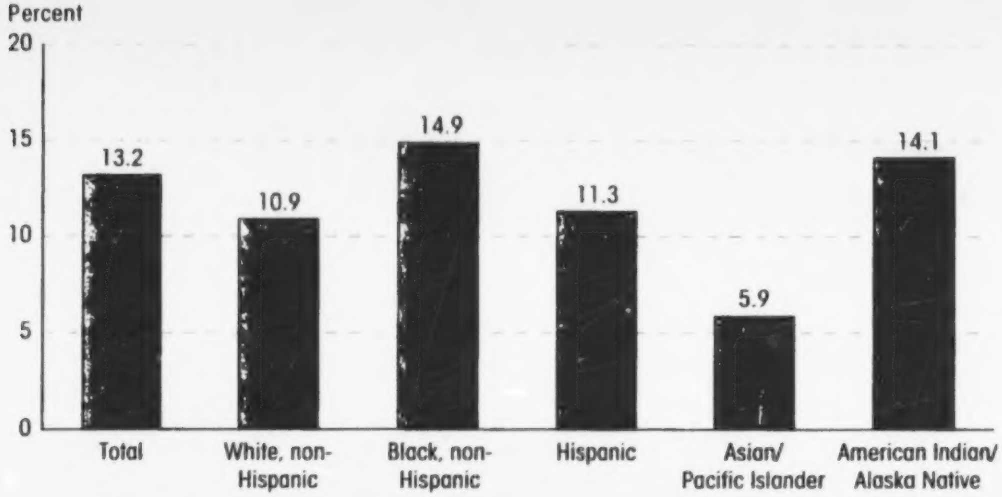
[23] The precursor to IDEA—the Education for All Handicapped Children Act (EAHCA)—was first passed in 1975 to provide federal funding for the education of individuals with disabilities. This act was amended in 1990 to become IDEA. IDEA aims "to ensure that all children with disabilities have available to them a free, appropriate public education that emphasizes special education and related services designed to meet their particular needs; to ensure that the rights of children with disabilities and their parents or guardians are protected; to assist States and localities to provide for the education of all children with disabilities; and to assess and ensure the effectiveness of efforts to educate children with disabilities." U.S. Department of Education, *Twenty-Second Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* (2000).

Percent of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1999–2000



SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data*, based on OSEP state data; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000.

3 Persistence

3.1 Absenteeism
3.2 Grade retention, suspension, and expulsion
3.3 Dropout rates
3.4 High school completion

The indicators in this section focus on the efforts that students put into their studies, their progress through elementary and secondary school, and their success at completing high school. Particular attention is paid to how Hispanic students compare to other population groups as they proceed through school. Indicators of student effort and persistence include how often students are absent from school, how many students are retained in grade, and how many students drop out. Problems early on in school, such as behavior that leads to suspension and expulsion or learning difficulties that arise from speaking a language other than English at home, can accumulate and may eventually make students more likely to drop out of school, which has long-term negative consequences.[24] Dropout rates are particularly pronounced among Hispanic students, especially those that are recent immigrants.

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[24] P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000* (NCES 2002–114).

3.1 Absenteeism

Hispanic 8th- and 12th-graders have higher absenteeism rates than Whites.

School absenteeism can be a concern because it decreases the amount of learning opportunities children have at school. In 2000, 26 percent of Hispanic students in the 8th grade and 34 percent of Hispanic students in the 12th grade reported that they had been absent 3 or more days in the preceding month. At the 8th-grade level, no differences were detected between the absenteeism rate of Hispanic students and those of Black and American Indian/Alaska Native students.[25] It was, however, higher than those of White and Asian/Pacific Islander students. At the 12th-grade level, no differences were detected in the percent of Hispanic students who were absent 3 or more days and the percents of Black, Asian/Pacific Islander, and American Indian/Alaska Native students. The percent for Hispanics was higher than that of White students.

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[25] The fact that there is no statistical difference between Hispanics and American Indians/Alaska Natives may be due to the large standard error for American Indians/Alaska Natives.

Percent of 8th- and 12th-grade students who were absent from school, by number of days missed in the preceding month and race/ethnicity: 2000

Race/ethnicity	8th-grade students			12th-grade students		
	No absences	1–2 days	3 or more days	No absences	1–2 days	3 or more days
Total	45	35	20	33	39	28
White, non-Hispanic	45	37	19	33	40	27
Black, non-Hispanic	49	29	22	33	38	29
Hispanic	40	35	26	31	35	34
Asian/Pacific Islander	60	29	11	37	31	32
American Indian/Alaska Native	34	33	34	26	41	33

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment, unpublished data by Educational Testing Service.

3.2 Grade retention, suspension, and expulsion

Hispanic students have retention and suspension/expulsion rates that are higher than those of Whites, but lower than those of Blacks.

Children are retained in grade if they are judged not to have the academic or social skills to advance to the next grade. Children who are retained in grade may show lower academic achievement and motivation, and many may behave in ways that undermine their efforts in school and their social well-being.[26] Students who are being disruptive enough to warrant a suspension or expulsion may not be engaged in learning. Students who are not in school, sometimes due to suspension or expulsion, typically cannot be expected to be learning.[27] In 1999, 13 percent of Hispanic students in kindergarten through 12th grade had ever repeated a grade. This figure is less than that for Black and American Indian/Alaska Native students (both 18 percent) but more than that for White and Asian/Pacific Islander students (9 and 7 percent, respectively). Suspension/expulsion rates also vary by race/ethnicity. In 1999, 20 percent of Hispanic students in grades 7 through 12 had ever been suspended or expelled—a higher rate than among Whites (15 percent) but a lower rate than among Blacks (35 percent). Other apparent differences were not statistically significant.[28]

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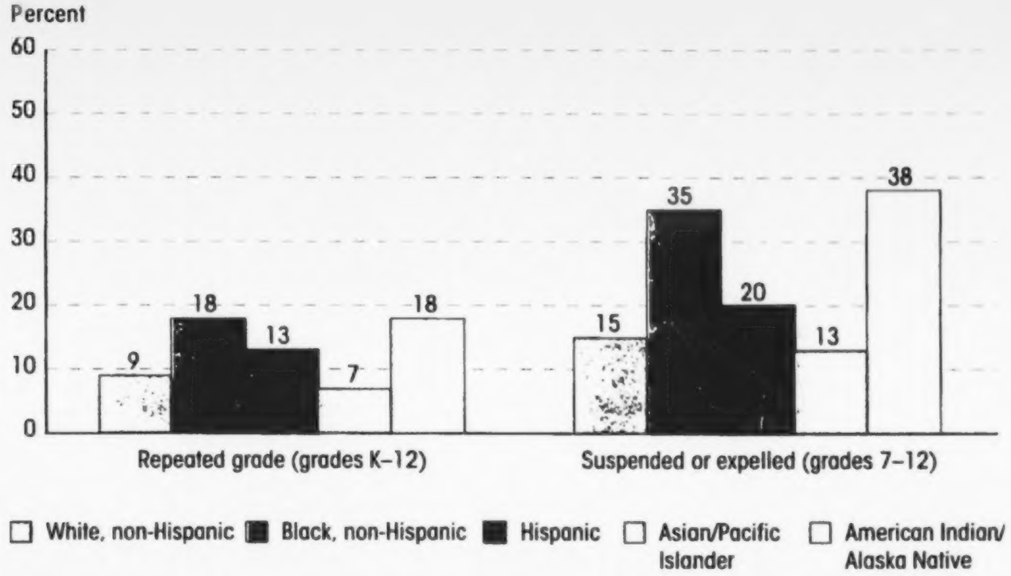
[26] A. Wheelock, *Social Promotion and Grade Retention: Introduction to the Issues.* Available: *http://www.csteep.bc.edu/ctestweb/retention/retention.html#intro* [December 19, 2002].

[27] G. Wehlage, R. Rutter, G. Smith, N. Lesko, and R. Fernandez, *Reducing the Risk: Schools as Communities of Support* (London: The Falmer Press, 1989).

[28] The fact that there is no statistical difference between Hispanics and American Indians/Alaska Natives may be due to the large standard error for American Indians/Alaska Natives.

Percent of elementary and secondary students who had ever repeated a grade or been suspended/expelled, by race/ethnicity: 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

3.3 Dropout rates

Hispanic students have higher high school dropout rates than White or Black students.

Young adults who do not finish high school are more likely to be unemployed and earn less when they are employed than those who complete high school.[29] The percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential, such as a General Educational Development (GED) credential, is called the status dropout rate. In 2000, the status dropout rate for Hispanics was 28 percent, higher than the 7 percent rate for Whites and the 13 percent rate for Blacks. The status dropout rate for Hispanics declined by 7 percentage points between 1972 and 2000; for Whites the rate declined by 5 percentage points and for Blacks by 8 percentage points.

The average status dropout rate for Hispanics is partly attributable to the markedly higher dropout rates among Hispanic immigrants; more than one-half of Hispanic immigrants never enrolled in a U.S. school, but are included as high school dropouts if they did not complete high school in their country of origin.[30] The 2000 status dropout rate for Hispanics born outside the United States (44 percent) is higher than the rate for first-generation Hispanic youth (15 percent).[31] However, among youth born in the United States, both first- and second-generation Hispanics are still more likely to drop out than their counterparts of other races/ethnicities (supplemental table 3.3b).[32]

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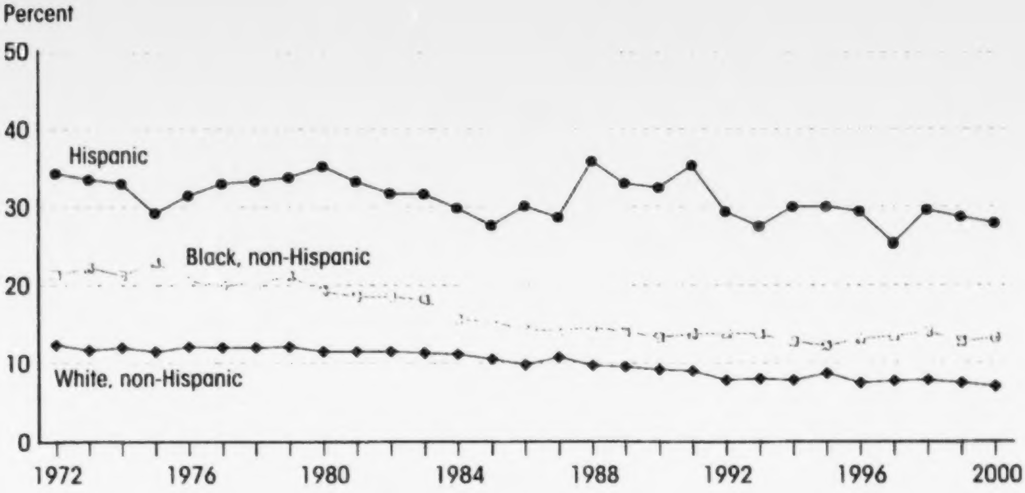
[29] P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000* (NCES 2002–114).

[30] Ibid.

[31] Individuals defined as "first generation" were born in the United States with at least one parent born outside the United States.

[32] Individuals defined as "second generation" were born in the United States, as were both their parents.

Percent of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: 1972–2000



NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. Another way of calculating dropout rates is the event dropout rate, the percentage of 15- to 24-year-olds who dropped out of grades 10 through 12 in the 12 months preceding the fall of each data collection year. Event dropout rates are not presented here.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000,* based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000.

3.4 High school completion

A lower percentage of Hispanics complete high school programs compared with White and Black students.

The high school completion rate indicates the proportion of 18- to 24-year-olds who have a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.[33] High school completion rates for Hispanics and their Black and White peers largely mirror status dropout rates: Hispanic young adults are less likely than Whites and Blacks to complete high school programs. In 2000, 64 percent of Hispanic 18- to 24-year-olds had completed secondary schooling, compared to 92 percent of Whites and 84 percent of Blacks. Completion rates for Hispanics have fluctuated over the past two and one-half decades, showing no consistent trend.

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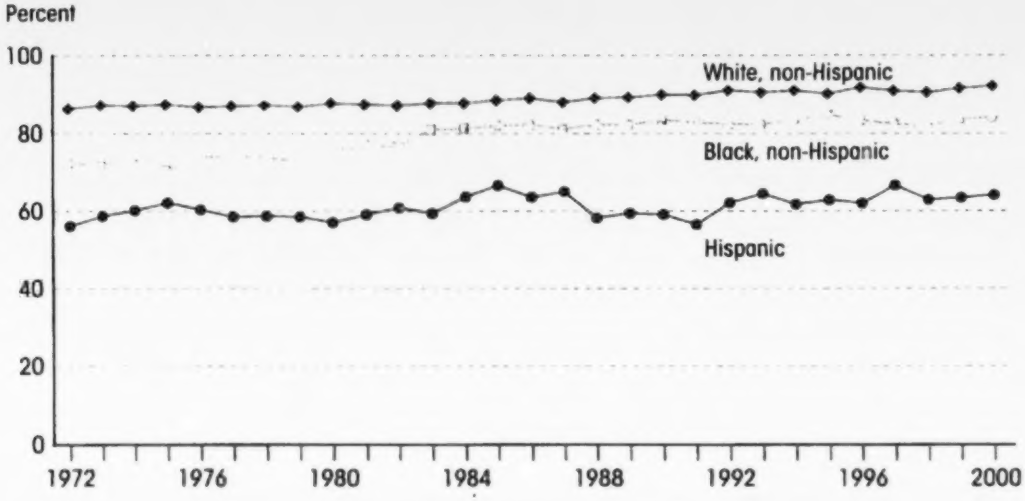
[33] Data on the percentage of students who complete high school within the traditional 4 years are not currently available.

High school completion rates for 18- to 24-year-olds not currently enrolled in high school, by race/ethnicity: 1972-2000



SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972-2000.

4 Academics and Achievement

4.1 Teacher reports on kindergartners' approaches to learning
4.2 Student performance in reading
4.3 Student performance in mathematics
4.4 Student performance in science
4.5 Trends in credit earning and coursetaking in high school
4.6 Advanced coursetaking in high school
4.7 Advanced Placement examinations
4.8 Student performance on college entrance examinations

This section presents findings on elementary and secondary student achievement and other academic outcomes. It also presents findings on the progress that is being made in improving Hispanic student performance and closing achievement gaps. Children enter school with varying levels of knowledge and skills, and measures of early childhood competencies represent important indicators of future prospects both inside and outside of the classroom. As students proceed through school, it is essential to measure their progress to ensure that they are acquiring the necessary skills and understanding challenging subject matter. These academic outcomes are measured as the change in performance over time and through the percentage of students achieving predetermined standards of competence. Gaps in student performance are also compared in terms of parental education, by race/ethnicity.

4.1 Teacher reports on kindergartners' approaches to learning

According to teacher reports, Hispanic kindergartners are less likely than their White and Asian/Pacific Islander peers to stay focused on tasks, to be eager to learn, and to pay attention.

The ways in which kindergartners approach and perform specific tasks in different situations contribute to variations in their skills and knowledge and their chances for success in learning.[34] This indicator considers the percent of kindergartners who were reported by their teacher as "often" or "very often" persisting at tasks, being eager to learn, and paying attention in class. In 1998, 67 percent of Hispanic first-time kindergartners were reported to persist at their tasks, 70 percent to be eager to learn, and 62 percent to pay attention in class.

No differences were detected in the percentages of Hispanic and Black first-time kindergartners who were reported to persist at tasks, to be eager to learn, and to pay attention "often" or "very often."[35] Higher percentages of both White and Asian/Pacific Islander first-time kindergartners were reported by their teachers to exhibit these two behaviors and to be eager to learn than their Hispanic or Black peers.

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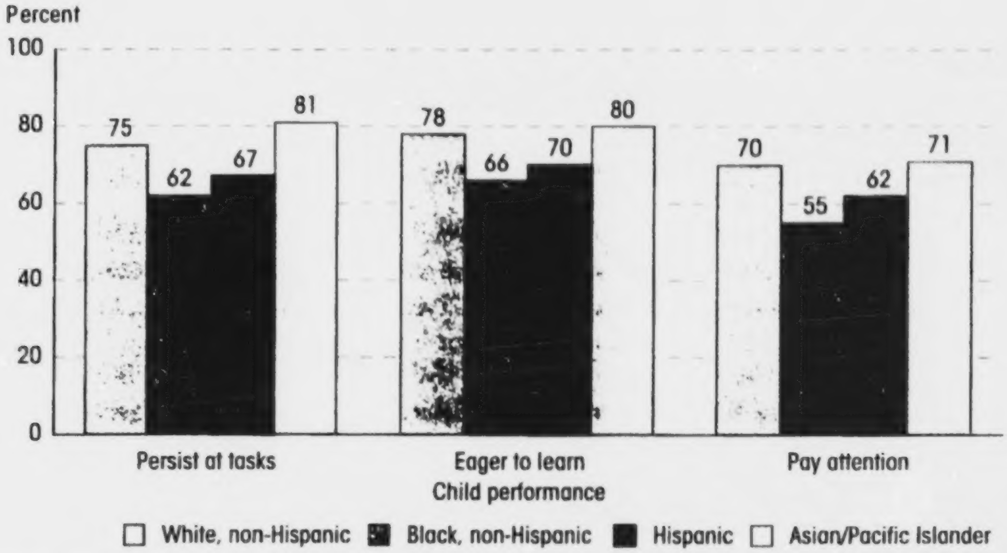
[34] S.L. Kagan, E. Moore, and S. Bredekamp, *Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary* (Washington, DC: National Education Goals Panel, 1995).

[35] The fact that there is no statistical difference between Hispanics and Blacks may be due to the large standard error for Blacks.

Percent of first-time kindergartners whose teachers reported that they persist at tasks, are eager to learn, and pay attention "often" or "very often," by race/ethnicity: Fall 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.

4.2 Student performance in reading

Hispanic students had higher NAEP reading scores in 1999 than in 1975. However, Hispanic students' NAEP performance remains lower than White students.

The long-term trend component of the National Assessment of Educational Progress (NAEP) tracks the reading scores of 9-, 13-, and 17-year-old students from the early 1970s to 1999. (The two following sections also use these data to track performance in mathematics and science.) Hispanic students' NAEP reading scores in the three age groups were higher in 1999 than in 1975,[36] the first year in which scores were reported by Hispanic ethnicity. With the exception of White 17-year-old students and Black 9-year-old students, all other racial/ethnic groups at all age levels had higher scores in 1999 than in 1975. Within the period, however, scores fluctuated, with no statistically significant changes observed in the past 9 years for Hispanic students (except for 13-year-olds whose 1999 scores are statistically significantly higher than their 1994 scores) and for students from other racial/ethnic groups at all age levels (except for White 13-year-olds, whose 1999 scores are statistically significantly higher than their 1990 scores).

Despite the gains among Hispanic students at all three age groups since 1975, their performance remains lower than that of White students. In 1999, average scores among Hispanic 9-year-olds were 13 percent below Whites' scores (a gap of 28 points), among 13-year-olds they were 9 percent below Whites' scores (a gap of 23 points), and among 17-year-olds they were 8 percent below Whites' scores (a gap of 24 points). Though no clear trend is apparent, there was a decrease in the size of the score gap between Hispanic and White 17-year-olds between 1975 and 1999, but not between White and Hispanic 9- and 13-year-olds. Except for one instance, no differences were detected between the scores of Hispanic and Black students throughout the assessment years. However, the size of the gaps between White and Black students' scores decreased at all three ages between 1975 and 1999.

When student performance is broken out by parental education attainment categories (as reported by students), NAEP reading score differences between Hispanic and White 12th-graders persist.[37] In 1998, there was a 16-point gap between the scores of Hispanics and Whites whose parents did not finish high school, an 11-point gap for those whose parents graduated from high school, a 10-point gap for those whose parents had some education after high school, and a 21-point gap for those whose parents graduated from college (supplemental table 4.2c).

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[36] Data for Hispanics are not available back to 1971 when the NAEP's reading assessments were initiated. Initial assessment years for each NAEP trend assessment vary according to subject area, and initial assessment years for Hispanics occur a few years later but also vary according to subject area.

[37] In this and following similar analyses in 4.3 and 4.4, grade levels rather than age groups are discussed because a different NAEP assessment (the National NAEP rather than the Long-Term Trend NAEP), which uses grade levels instead of age groups, is used.

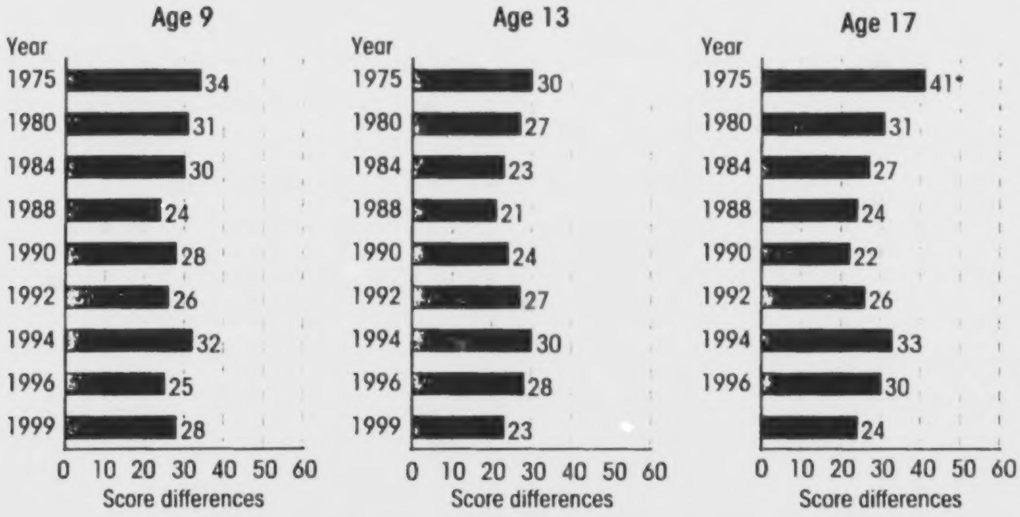
Average NAEP reading scale scores, by age and race/ethnicity: Selected years 1975 to 1999

Age and race/ethnicity	1975	1980	1984	1988	1990	1992	1994	1996	1999
Age 9									
Total	210	215	211	212	209	211	211	213	212
White, non-Hispanic	217*	221	218	218	217	218	218	220	221
Black, non-Hispanic	181	189	186	189	182	185	185	191	186
Hispanic	183*	190	187	194	189	192	186	195	193
Age 13									
Total	256*	259	257	258	257*	260	258	258	259
White, non-Hispanic	262*	264	263*	261*	262*	266	265	266	267
Black, non-Hispanic	226*	233	236	243	241	238	234	234	238
Hispanic	233*	237	240	240	238	239	235*	238	244
Age 17									
Total	286	286	289	290	290	290	288	288	288
White, non-Hispanic	293	293	295	295	297	297	296	295	295
Black, non-Hispanic	241*	243*	264	274*	267	261	266	266	264
Hispanic	252*	261	268	271	275	271	263	265	271

* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Differences between White, non-Hispanic and Hispanic students' average NAEP reading scale scores (White, non-Hispanic minus Hispanic), by age: Selected years 1975 to 1999



* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

4.3 Student performance in mathematics

Hispanic students had higher NAEP mathematics scores in 1999 than in the 1970s and early 1980s, and the gaps between Hispanic and White students' NAEP scores have decreased at two age levels.

Hispanic students' mathematics scores at all three age levels (9, 13, and 17 years old) were higher in 1999 than they were in 1973, 1978, and 1982. Seventeen-year-old Hispanic students' NAEP scores were higher in 1999 compared to 1986 and 1990 as well.

Hispanic students' performance was lower than that of White students in mathematics at all three age levels in 1999, but Hispanic 13- and 17-year-olds scored higher than Black 13- and 17-year-olds. The gap between Hispanic and White 13- and 17-year-old students' mathematics scores has decreased between 1973 and 1999. However, among 9-year-olds, the gap between Hispanics and Whites has increased since 1982. Though there were statistically significant changes, no clear trend is apparent in the gap sizes of any of these age groups.

When student performance is broken out by parental education attainment categories, differences persist, except in the case of scores between Hispanics and Whites whose parents did not finish high school. In 2000, there was a 16-point gap between the scores of Hispanics and Whites whose parents graduated from high school, an 18-point gap for those whose parents had some education after high school, and a 24-point gap for those whose parents graduated from college (supplemental table 4.3c).

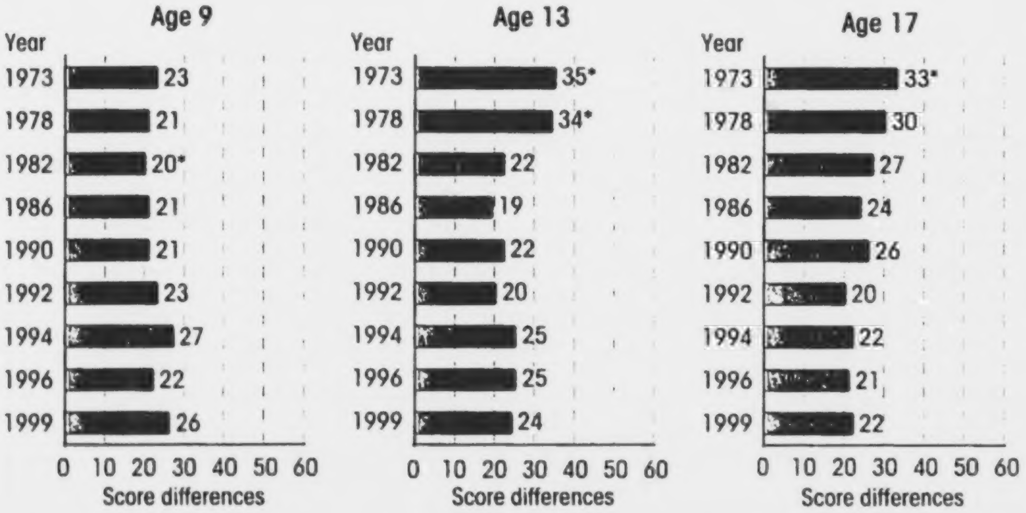
Average NAEP mathematics scale scores, by age and race/ethnicity: Selected years 1973 to 1999

Age and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999
Age 9									
Total	219*	219*	219*	222*	230*	230*	231	231	232
White, non-Hispanic	225*	224*	224*	227*	235*	235*	237	237	239
Black, non-Hispanic	190*	192*	195*	202*	208	208	212	212	211
Hispanic	202*	203*	204*	205*	214	212	210	215	213
Age 13									
Total	266*	264*	269*	269*	270*	273*	274	274	276
White, non-Hispanic	274*	272*	274*	274*	276*	279*	281	281	283
Black, non-Hispanic	228*	230*	240*	249	249	250	252	252	251
Hispanic	239*	238*	252*	254	255	259	256	256	259
Age 17									
Total	304*	300*	299*	302*	305*	307	306	307	308
White, non-Hispanic	310*	306*	304*	308*	309*	312*	312	313	315
Black, non-Hispanic	270*	268*	272*	279	289	286	286	286	283
Hispanic	277*	276*	277*	283*	284*	292	291	292	293

* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Differences between White, non-Hispanic and Hispanic students' average NAEP mathematics scale scores (White, non-Hispanic minus Hispanic), by age: Selected years 1973 to 1999



* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

4.4 Student performance in science

Hispanic students had higher NAEP science scores in 1999 than in 1977. Nonetheless, gaps between Hispanic and White students' NAEP scores remain.

At ages 9, 13, and 17, Hispanic students had higher NAEP science scores in 1999 than in 1977. White and Black 9-, 13-, and 17-year-olds have also shown an increase in science performance since 1977. Hispanic 17-year-olds' and White 17-year-olds' NAEP scores were higher in 1999 than they were in 1982, 1986, and 1990 as well.

White students outperformed both Hispanic and Black students in science at all three age levels in 1999, and Hispanic 17-year-olds scored higher than Black 17-year-olds. Examining the long-term trend, the gap between White and Hispanic students has remained unchanged since 1977, except in 1992 for 13-year-olds and in 1982 for 17-year-olds, when these gaps were statistically significantly different from the 1999 gaps.

When student performance is broken out by parental education attainment categories, NAEP science score gaps between Hispanic and White 12th-graders persist. In 2000, there was a 9-point gap between the scores of Hispanics and Whites whose parents did not finish high school, a 19-point gap for those whose parents graduated from high school, an 18-point gap for those whose parents had some education after high school, and a 24-point gap for those whose parents had graduated from college (supplemental table 4.4c).

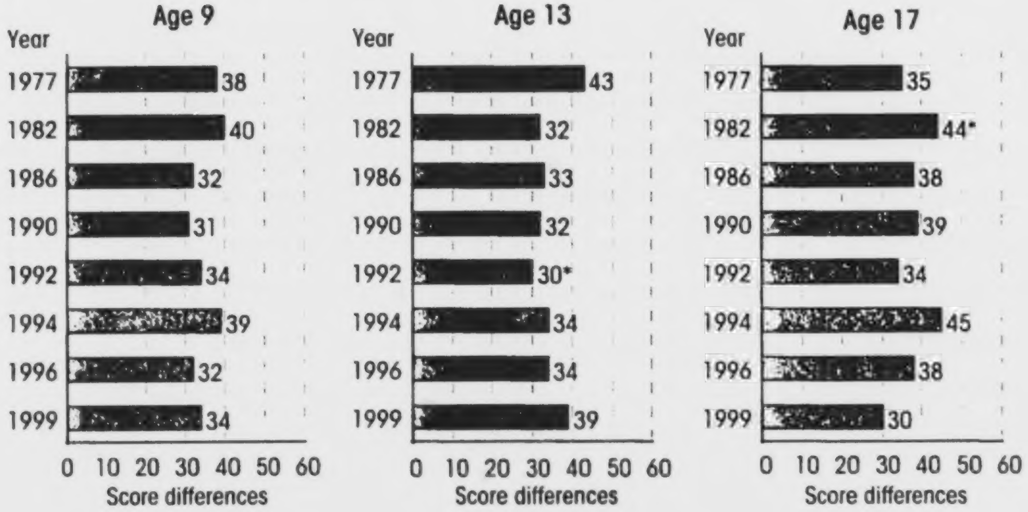
Average NAEP science scale scores, by age and race/ethnicity: Selected years 1977 to 1999

Age and race/ethnicity	1977	1982	1986	1990	1992	1994	1996	1999
Age 9								
Total	220*	221*	224*	229	231	231	230	229
White, non-Hispanic	230*	229*	232*	237	239	240	239	240
Black, non-Hispanic	175*	187*	196	196	200	201	202	199
Hispanic	192*	189*	199	206	205	201	207	206
Age 13								
Total	247*	250*	251*	255	258*	257	256	256
White, non-Hispanic	256*	257*	259*	264	267	267	266	266
Black, non-Hispanic	208*	217*	222	226	224	224	226	227
Hispanic	213*	225	226	232	238*	232	232	227
Age 17								
Total	290*	283*	289*	290*	294	294	296	295
White, non-Hispanic	298*	293*	298*	301*	304	306	307	306
Black, non-Hispanic	240*	235*	253	253	256	257	260	254
Hispanic	262*	249*	259*	261*	270	261	269	276

* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Differences between White, non-Hispanic and Hispanic students' average NAEP science scale scores (White, non-Hispanic minus Hispanic), by age: Selected years 1977 to 1999



* Statistically significantly different from 1999.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

4.5 Trends in credit earning and coursetaking in high school

In 1998, Hispanic high school graduates earned more credits than did 1982 graduates, especially in academic subjects, and narrowed the gap with Whites on academic credits earned.

In 1998, high school graduates earned more credits than did 1982 graduates, especially in academic subjects. Increased academic coursetaking was particularly pronounced among Hispanic students, and the difference that previously existed between Hispanic and White students was no longer detected in 1998. In 1982, Hispanic students earned, on average, one and one-half fewer credits in academic subjects than White students, but by 1998, this difference was less than one-half of one credit and not statistically significant. Although the difference between Hispanics and Blacks was not statistically significant in either 1982 or 1998, in both years Black students earned one fewer academic credits than White students. Overall, Hispanic high school graduates earned 25.4 total credits in 1998, including 17.7 academic credits and 4.0 vocational credits. The number of vocational credits that Hispanic high school graduates earned in 1998 was similar to the number earned by all high school graduates, who also earned 4.0 credits. Both of these figures represent a decrease from 1982, when Hispanics earned 5.3 vocational credits and all high school graduates earned 4.7 vocational credits.

Average number of total, academic, and vocational credits earned by high school graduates, by race/ethnicity: Selected years 1982 to 1998

Race/ethnicity	1982	1987	1990	1994	1998
Total credits earned					
Total	21.8	23.1	23.6	24.3	25.2
White, non-Hispanic	21.9	23.2	23.7	24.5	25.2
Black, non-Hispanic	21.4	22.5	23.5	23.7	24.8
Hispanic	21.5	22.9	23.9	24.2	25.4
Total academic credits earned					
Total	14.7	16.0	16.8	17.7	18.0
White, non-Hispanic	15.0	16.0	16.9	17.9	18.1
Black, non-Hispanic	14.0	15.3	16.3	16.7	17.2
Hispanic	13.5	15.3	16.7	17.4	17.7
Total vocational credits earned					
Total	4.7	4.6	4.2	4.0	4.0
White, non-Hispanic	4.6	4.7	4.2	4.0	4.0
Black, non-Hispanic	4.8	4.5	4.4	4.3	4.3
Hispanic	5.3	4.5	4.1	3.9	4.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* and unpublished data, based on High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:1988/1992); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1994, and 1998.

4.6 Advanced coursetaking in high school

Hispanic students are less likely than White students to complete advanced mathematics, some advanced science, and advanced English coursework, but are more likely than White and Black students to complete advanced foreign language classes.

The highest level of coursework that students complete by high school graduation is one measure of their efforts to perform and achieve at high academic levels. Rigorous academic coursework can also improve students' standardized test scores and enhance their preparation for college-level classes.[38]

In 1998, about one-quarter of Hispanic, Black, and American Indian/Alaska Native students (26, 30 and 27 percent, respectively) completed advanced mathematics courses, whereas about one-half of White and Asian/Pacific Islander students (45 and 56 percent, respectively) did so. Fifty-nine percent of Hispanics completed middle-level mathematics courses, 8 percent took low-level courses, and 7 percent completed nonacademic or no mathematics courses.

Chemistry II, physics II, or advanced biology was the highest science course completed by about 1 in 10 Hispanics and Blacks (11 and 10 percent, respectively). Chemistry I *and* physics I was the highest level of science coursework completed by 11 to 12 percent of Hispanic, Black, and American Indian/Alaska Native graduates and by 18 percent of White graduates.

(Continued on page 58.)

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[38] B. Chaney, K. Burgdorf, and N. Atash, "Influencing Achievement through High School Graduation Requirements," *Educational Evaluation and Policy Analysis (Fall 1997), 19*(3): 229–244.

Percentage distribution of high school graduates, by highest levels of mathematics courses completed and race/ethnicity: 1998

Race/ethnicity	No mathematics[1]	Non-academic[2]	Low academic[3]	Middle academic[4]	Advanced academic[5]
Total	0.8	3.6	5.3	48.9	41.4
White, non-Hispanic	0.8	3.2	4.6	46.3	45.1
Black, non-Hispanic	0.9	3.6	8.3	56.8	30.4
Hispanic	0.9	6.3	7.5	59.1	26.2
Asian/Pacific Islander	0.2	2.8	2.6	38.8	55.5
American Indian/Alaska Native	0.7	8.6	6.3	57.4	26.9

[1] Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

[2] Students who took general mathematics or basic skills mathematics courses.

[3] Students who took algebra taught over the course of 2 years, pre-algebra, or informal geometry.

[4] Students who took algebra I or unified mathematics I and took 3 full-year courses of mathematics (e.g., algebra I, algebra II, and geometry).

[5] Students who took precalculus, calculus, or other courses labeled as "advanced" such as trigonometry.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002*. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

Percentage distribution of 1998 high school graduates, by highest levels of science courses completed and race/ethnicity: 1998

Race/ethnicity	No science*	Primary physical science	Secondary physical science and basic biology	General biology	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
Total	0.6	3.0	6.3	28.6	30.2	16.3	15.1
White, non-Hispanic	0.6	2.7	5.6	27.0	30.3	17.9	15.9
Black, non-Hispanic	0.8	1.7	7.9	34.5	32.9	12.0	10.3
Hispanic	0.9	6.5	9.5	34.4	26.5	11.6	10.7
Asian/Pacific Islander	0.2	1.8	5.3	18.5	30.1	14.6	29.5
American Indian/ Alaska Native	0.0	3.8	8.7	38.9	32.4	11.2	5.1

* Students in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002*. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

Differences among racial and ethnic groups also exist in patterns of English and foreign language coursetaking. In 1998, for example, Hispanic high school graduates were less likely than their White peers to have completed advanced English classes; no differences were detected between Hispanic and Black students or between Hispanic and American Indian/Alaska Native students who have done so.

In 1998, about one-third of all Hispanic (as well as White and Asian/Pacific Islander) students completed advanced foreign language courses (range from 31 to 34 percent), compared to about one-fifth of Black students (21 percent). About the same proportion of Hispanic and Asian/Pacific Islander students (8 and 6 percent, respectively) completed Advanced Placement (AP) foreign language courses. More Hispanic students completed such courses than students from the other racial/ethnic groups (range from 0 to 4 percent).

Percentage distribution of high school graduates, by highest levels of English courses completed and race/ethnicity: 1998

Race/ethnicity	No English[1]	Low academic[2]	Regular English courses[3]	Advanced academic[4]
Total	0.9	13.7	56.1	29.3
White, non-Hispanic	0.7	11.6	56.9	30.8
Black, non-Hispanic	1.1	17.6	54.6	26.6
Hispanic	2.2	22.2	53.3	22.3
Asian/Pacific Islander	0.9	12.9	54.3	31.9
American Indian/Alaska Native	0.3	17.6	64.6	17.6

[1] Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

[2] Low academic level courses include all general English courses classified as "below grade level." Students may have taken a general English course classified as "honors" and be included in the low academic level if the percentage of "below grade level" courses completed was greater than the percentage of "honors" courses completed.

[3] Indicates no low or honors courses.

[4] Includes students who completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

Percentage distribution of high school graduates, by highest levels of foreign language courses completed and race/ethnicity: 1998

Race/ethnicity	None	Low academic		Advanced academic		
		Year 1 or less	Year 2	Year 3	Year 4	Advanced Placement
Total	19.4	19.2	31.5	17.4	8.5	4.1
White, non-Hispanic	17.5	18.4	32.9	18.0	9.5	3.7
Black, non-Hispanic	21.4	23.5	33.8	14.1	4.7	2.4
Hispanic	24.2	20.7	23.8	17.6	6.1	7.6
Asian/Pacific Islander	32.7	12.3	21.5	16.6	10.5	6.4
American Indian/Alaska Native	23.7	31.7	24.5	14.3	5.7	0.1

NOTE: These figures include only students who studied French, German, Latin, or Spanish, as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

4.7 Advanced Placement examinations

Between 1984 and 2000, the number of Hispanic students taking Advanced Placement (AP) examinations increased.

Students who take AP courses in high school are eligible to take the corresponding AP examinations and earn college credit for scores above a minimum threshold. In 2000, Hispanics comprised 9 percent of the students who took AP examinations; minority students overall were 30 percent of those who took AP examinations.[39] The number of Hispanic students taking AP examinations increased from 24 to 111 per 1,000 12th-graders between 1984 and 2000. The number of White students taking AP examinations rose from 48 in 1984 to 185 per 1,000 in 2000 and for Blacks from 9 to 53 per 1,000.

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[39] College Entrance Examination Board, *AP 2000 National Summary Reports* (New York: College Board).

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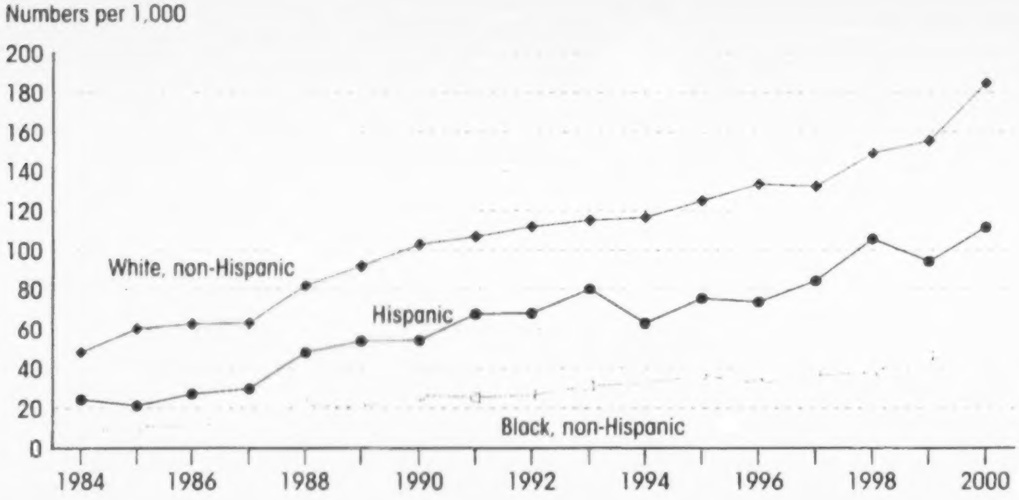
Number of students who took Advanced Placement (AP) examinations (per 1,000 12th-graders), by race/ethnicity: 1984–2000



NOTE: The number of 11th- and 12th-grade AP test-takers is used as the numerator and the number of students enrolled in the 12th grade are used as the denominator to calculate the ratios presented here. The number of 12th-graders is used as the denominator because this indicator approximates the proportion of each cohort of students for 1984 through 2000. A true measure would use the sum of 12th-grade AP test-takers for a given year and the 11th-grade AP test-takers for the preceding year as the numerator. However, breakdowns of the data by test-takers' grade are not available for all these years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicator of the Month (October 1999): Students Who Took Advanced Placement (AP) Examinations* and unpublished data, based on College Entrance Examination Board, Advanced Placement Program, National Summary Reports, 1984–2000, and U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1984–2000.

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4.8 Student performance on college entrance examinations

Hispanics, on average, score lower than Whites on the Scholastic Assessment Test (SAT) and the American College Testing (ACT) test.

The Scholastic Assessment Test (SAT) assesses students' academic preparation for higher education by measuring students' verbal and mathematical skills and is used as a predictor of their success in college. The diversity of the student population taking the SAT is increasing. In 2001, minorities represented one-third of SAT-takers, up from just over one-quarter of the population in 1991. Hispanics accounted for 9 percent of the SAT-taking population in 2001.

In 2001, students from Hispanic subgroups scored below the national average and Whites on the SAT.[40] However, Hispanic students scored, on average, higher than Black students. Among the Hispanic subgroups, "other" Hispanic/Latino students scored higher on average than students of Mexican or Puerto Rican origin on the verbal and mathematics tests.

Over time, the pattern is somewhat mixed between the Hispanic subgroups. Between 1991 and 2001, average verbal scores rose by 21 points for Puerto Ricans and 2 points for other Hispanic/Latino groups, but declined 3 points for Mexican Americans. In the same period, average SAT mathematics scores rose for Puerto Ricans by 12 points and for other Hispanics/Latinos by 3 points, but declined 1 point for Mexican Americans. In comparison, mathematics scores for Whites rose by 18 points, for Blacks by 7 points, for Asians/Pacific Islanders by 18 points, and for American Indians/Alaska Natives by 11 points.

(Continued on page 64.)

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[40] Because data for total Hispanics are not aggregated by the College Entrance Examination Board, this indicator can only make comparisons among Hispanic subgroups.

Percentage distribution of students who took the Scholastic Assessment Test (SAT), by race/ethnicity: 1991 and 2001

Race/ethnicity	Percentage distribution of students who took the SAT 1991	2001
Total	100	100
White	72	66
Black	10	11
Hispanic	7	9
Mexican American	3	4
Puerto Rican	1	1
Other Hispanic/Latino	3	4
Asian/Pacific Islander	8	10
American Indian/Alaska Native	1	1
Other	2	4

NOTE: Detail may not add to 100 due to rounding.

SOURCE: College Entrance Examination Board, *News 2000-2001, Table 1: How Have College-Bound Students Changed in 10 Years?*

Average Scholastic Assessment Test (SAT) scores (verbal and mathematics) for college-bound seniors, by race/ethnicity: 1991 and 2001

	Verbal			Mathematics		
Race/ethnicity	1991	2001	10-year difference (1991 to 2001)	1991	2001	10-year difference (1991 to 2001)
Total*	499	506	7	500	514	14
White, non-Hispanic	518	529	11	513	531	18
Black, non-Hispanic	427	433	6	419	426	7
Mexican American	454	451	-3	459	458	-1
Puerto Rican	436	457	21	439	451	12
Other Hispanic/Latino	458	460	2	462	465	3
Asian/Pacific Islander	485	501	16	548	566	18
American Indian/Alaska Native	470	481	11	468	479	11

* Total includes other racial groups that are not presented separately.

NOTE: Data for total Hispanics are not aggregated by the College Entrance Examination Board.

SOURCE: College Entrance Examination Board, *News 2000-2001, Table 9: SAT Averages Rose for Almost All Racial/Ethnic Groups Between 1991 and 2001.*

Many high school students take the American College Testing (ACT) examination, which is another standardized test used by a large number of U.S. colleges and universities as an entry criterion. Although the SAT and ACT measure different constructs,[41] *scores on the two tests are* highly related.[42] Composite scores below 19 on the ACT indicate minimal readiness for college, and students receiving such scores are likely to need additional pre-college classes. The average composite score in 2001 for Mexican-American students was 18.5 and for Puerto Rican/other Hispanic students it was 19.4—about the same as the score for American Indian/Alaska Native students (18.8), higher than that for Black students (16.9), and lower than those for White and Asian-American/Pacific Islander students (21.8 and 21.7, respectively).

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[41] The SAT assesses developed verbal and mathematical reasoning skills whereas the ACT focuses on achievement related to high school curricula. College Entrance Examination Board, *Research Notes: Concordance Between SAT I and ACT Scores for Individual Students* (1999).

[42] Ibid.

Average American College Testing (ACT) test scores, by subject area and race/ethnicity: 2001

Race/ethnicity	Composite	English	Mathematics	Reading	Science reasoning
Total	21.0	20.5	20.7	21.3	21.0
White, non-Hispanic	21.8	21.3	21.3	22.2	21.8
Black, non-Hispanic	16.9	16.2	16.8	16.9	17.2
Mexican American	18.5	17.5	18.7	18.6	18.8
Puerto Rican/Hispanic	19.4	18.6	19.4	19.7	19.5
Asian American/Pacific Islander	21.7	20.7	23.1	21.1	21.5
American Indian/Alaska Native	18.8	17.8	18.4	19.2	19.3

NOTE: Data for total Hispanics are not available.

SOURCE: American College Testing Program, *2001 ACT National and State Scores, Table 1: Average ACT Scores by Academic Preparation for Different Ethnic Groups, Table 4: Average ACT Scores, Distributions, and Cumulative Percentages for All Students*, and *Table 5: Distributions of Cumulative Percentages for ACT Standard Subscores.*

II PREPRIMARY, ELEMENTARY, AND SECONDARY EDUCATION

5 Social Environments and Parental Support for Learning

5.1 Risk factors affecting student outcomes
5.2 Parental education
5.3 Language spoken at home
5.4 Parents' involvement in school
5.5 Parental school choice and satisfaction

This section looks at the contributions made by parents to support the education of their children. The resources and support that children receive outside of school from parents and others complement, reinforce, and add to their school experiences. This section includes indicators about risk factors that can affect the education of children and the amount of time and attention parents devote to their children's learning. It also analyzes the prevalence of parental choice in the selection of schools and the satisfaction of parents with their child's school. Finally, the section includes an indicator on the language spoken in the homes of children, because learning English while learning other subjects may pose a challenge to Hispanic students from non-English-speaking backgrounds.

5.1 Risk factors affecting student outcomes

The percentage of young children with two or more risk factors is five times greater among Hispanic kindergartners than among their White peers.

Four family background factors that are commonly used to measure risks to children's future academic and socioeconomic outcomes are: (1) having a mother who has less than a high school education (see Indicator 5.2), (2) living in a family on welfare or receiving food stamps, (3) living in a single-parent family, and (4) having parents whose primary language is a language other than English.[42] The early reading and mathematics skills of children with at least one of these risk factors tend to lag behind those of children with no risk factors. These risk factors are considerably more common among kindergartners from racial/ethnic minorities, including Hispanics, than among kindergartners from White families.[44]

About 7 out of 10 (71 percent) entering kindergartners from Hispanic or Black families have one or more of these risk factors, compared to about 3 out of 10 (29 percent) of those from White families and 6 out of 10 (61 percent) from Asian/Pacific Islander families. The percentage of first-time kindergartners with two or more risk factors is five times greater for Hispanics (33 percent) and four times greater for Blacks (27 percent) than for their White peers (6 percent). Seventeen percent of Asian/Pacific Islander first-time kindergartners had two or more risk factors.

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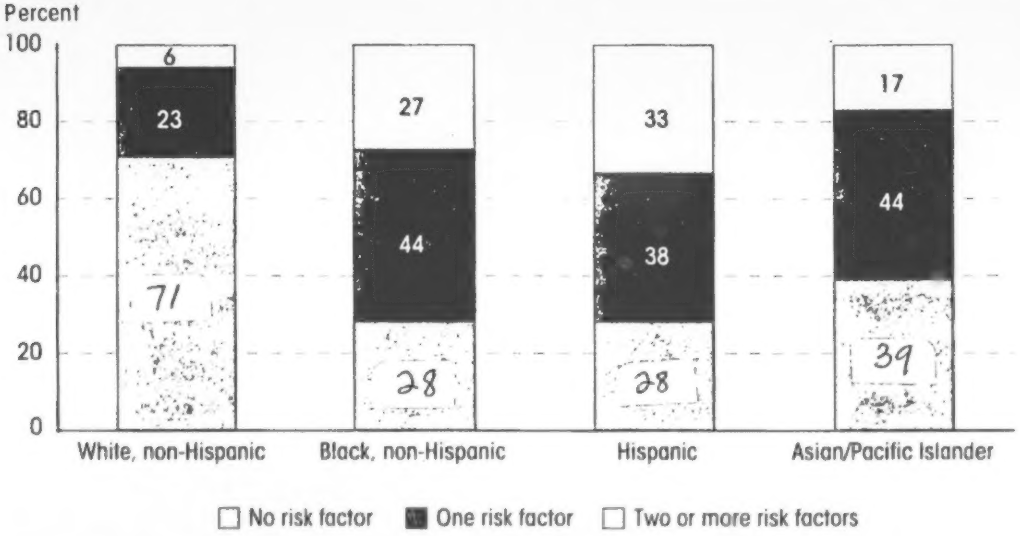
[43] N. Zill and J. West, "Entering Kindergarten: A Portrait of American Children When They Begin School," in U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* (NCES 2000–062).

[44] Ibid.

Percentage distribution of kindergartners, by number of risk factors and race/ethnicity: Fall 1998



NOTE: These risk factors include: having a mother who has less than a high school education, living in a family on welfare or receiving food stamps, living in a single-parent family, and having parents whose primary language is a language other than English. Estimates are based on first-time kindergartners. Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000,* based on Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998.

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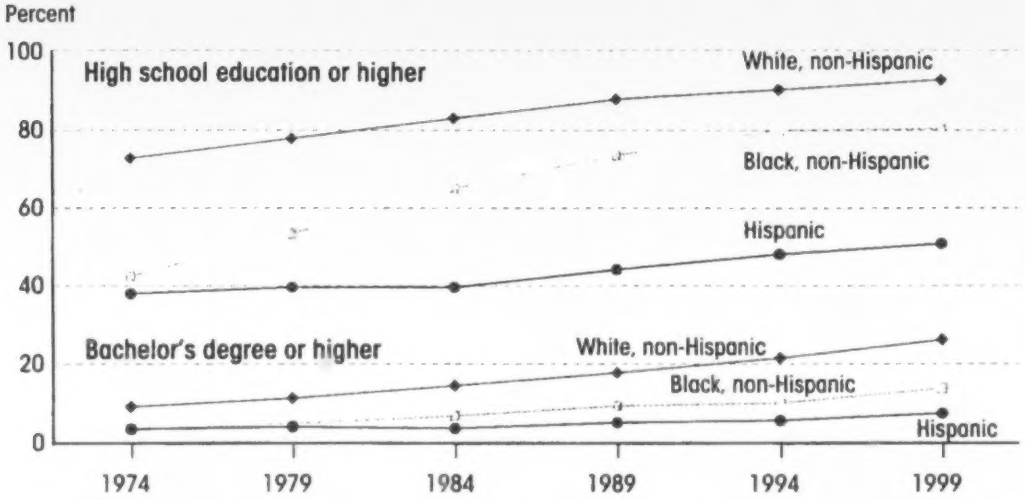
5.2 Parental education

The gap between the percentages of White and Hispanic children whose mothers attained at least a high school education or a bachelor's degree is no less narrow in 1999 than it was in 1974.

Mothers' education has been linked to children's academic achievement (see Indicator 5.1). Between 1974 and 1999, the percentage of children ages 6 to 18 whose mothers had at least a high school education increased among all racial/ethnic groups, though the gap between Whites and Hispanics remained. In 1974, no difference was detected in the percentages of Hispanic and Black children ages 6 to 18 who had mothers who completed at least a high school education, but beginning in 1979, a gap appeared that favored Blacks. More Hispanic children in 1999 had mothers who had received at least a bachelor's degree than did Hispanic children in 1974, but the gap expanded between the percentages of White and Hispanic children who had mothers with this level of educational attainment. A gap appeared in 1999 between Hispanics and Blacks whose mothers attained at least a bachelor's degree (the higher rate among Blacks) whereas, from 1974 through 1994, no statistically significant difference was detected.

Percent of 6- to 18-year-olds, by mothers' highest education level and race/ethnicity: Selected years 1974 to 1999



NOTE: The Current Population Survey (CPS) questions used to obtain educational attainment were changed in 1992. In 1994, the survey instrument for the CPS was changed and weights were adjusted. Information on mothers' educational attainment is available only for those mothers who lived in the same household as their child.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

5.3 Language spoken at home

Over one-half of Hispanic students speak mostly English at home, and almost three-quarters of these students have a mother who was born in the United States.

One of the challenges currently facing schools is providing equal educational opportunities to students from various cultural backgrounds, some of whom are not proficient in English. According to data from the U.S. Census Bureau, in 1999, of the 71 percent of Hispanic children ages 5 to 17 who spoke another language at home, 23 percent had difficulty speaking English.[45]

In 1999, over one-half (57 percent) of Hispanic students in kindergarten through 12th grade spoke mostly English at home, one-fourth (25 percent) spoke mostly Spanish, and 17 percent spoke English and Spanish equally (supplemental table 5.3). Almost one-half (47 percent) of Hispanic students had mothers who were born in the United States.[46] Nearly three-fourths (74 percent) of the students who spoke mostly English at home had a mother who was born in the United States. Ninety-two percent of Hispanic students who spoke mostly Spanish at home had a mother who was born outside the United States.

Household language and parental education attainment are related. Hispanic students who speak mostly Spanish at home are less likely than those who speak mostly English at home to have parents who had at least graduated from high school. For example, in 1999, 49 percent of Hispanic students who spoke mostly Spanish at home had parents with a high school education or higher, compared to 83 percent of those who spoke mostly English at home.[47]

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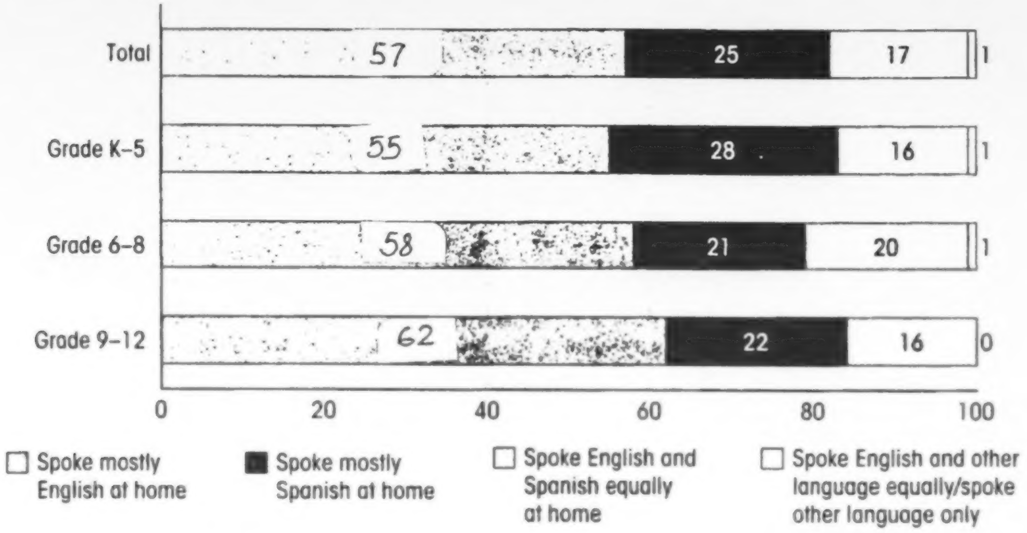
[45] Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002* (Washington, DC: U.S. Government Printing Office).

[46] U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* (NCES 2000–062).

[47] Ibid.

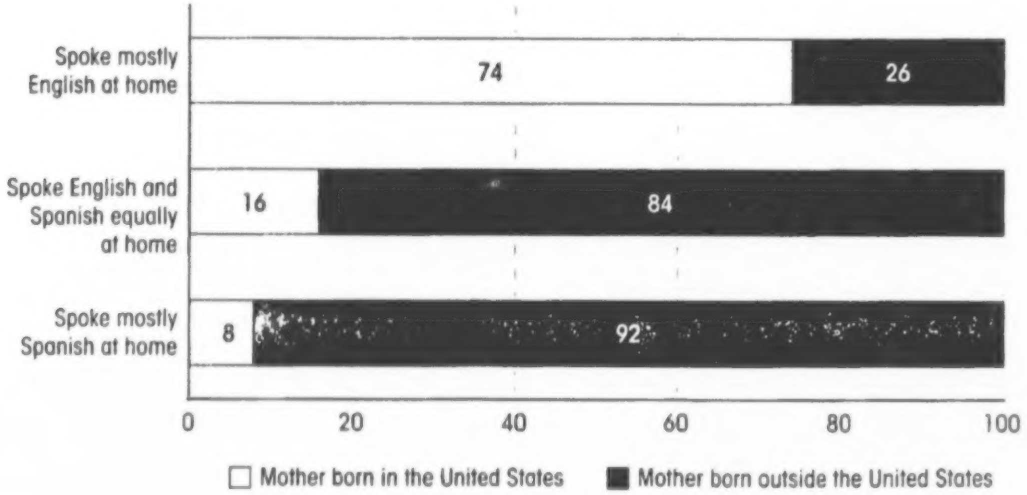
Percentage distribution of Hispanic students in grades K-12, by language spoken at home and grade: 1999



NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

Percent of Hispanic students in grades K-12 who spoke mostly English or Spanish at home, by mother's place of birth: 1999



NOTE: Information was not available for students who did not live with their mothers. Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

5.4 Parents' involvement in school

No differences were detected in the percentages of parents of Hispanic and Black students who attended general school meetings, attended school events, and volunteered or served on a school committee in 1999; however, these rates for parents of Hispanic and Black students were lower than those of parents of White children.

Parents' involvement in their children's education is part of the connection between school and home, and it is often related to parents' income and education level.[48] Parental involvement at school can include such activities as attending general school meetings, parent-teacher conferences, or a school event; acting as a school volunteer; or serving on a school-related committee. Parents of students in kindergarten through 12th grade were asked about their involvement in any of these activities. In 1999, no differences were detected in the percentages of Hispanic and Black students who had parents who reported attendance at general meetings and school events, acting as a volunteer, or serving on a committee. All of these percentages were lower than those of White students' parents. No differences were detected between Hispanic and White students or between Hispanic and Black students who have parents who attended scheduled meetings with teachers.

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[48] U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001* (NCES 2001–072).

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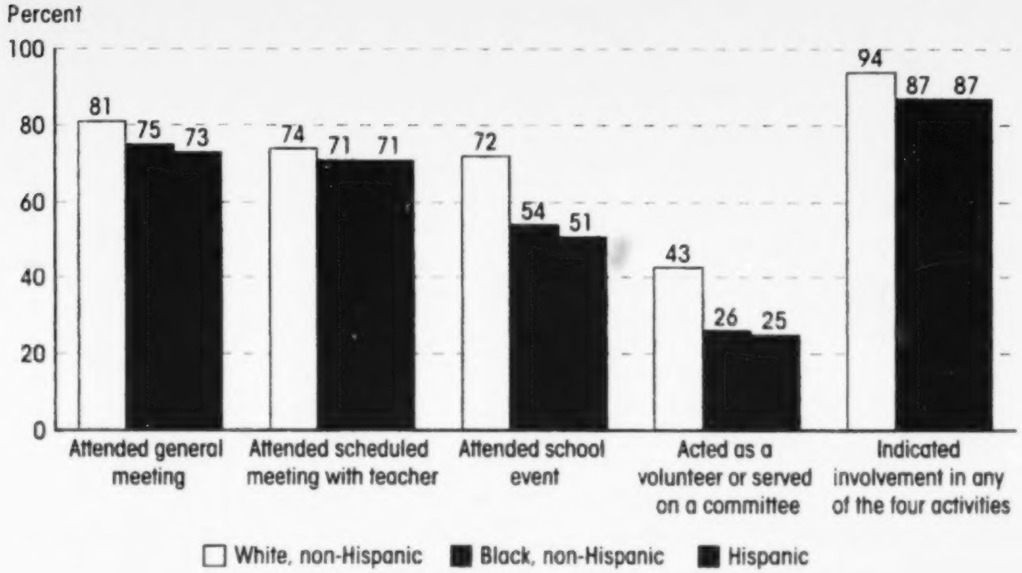
Percent of students in grades K-12 whose parents reported involvement in their child's school, by selected school activites and race/ethnicity: 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Surveys Program (NHES), 1999 (Parent Interview Component).

5.5 Parental school choice and satisfaction

Proportionately more Hispanic and Black children attend public schools chosen by their parents than do White children. Parents of Hispanic students in assigned public schools report higher levels of satisfaction with their children's schools and teachers and with their children's schools' academic standards as well as the schools' order and discipline than do the parents of White or Black students enrolled in assigned public schools.

In some school districts, parents may have a choice among public schools for their children to attend and may wish to choose for various reasons, such as to take advantage of opportunities like magnet programs.[49] Between 1993 and 1999, the percentage of Hispanic children whose parents chose the public schools they attended increased. In 1999, 77 percent of Hispanic students in grades 3 to 12 attended public schools that had been assigned to them, whereas 18 percent attended a public school chosen by their parents, and 5 percent attended a private school. Proportionately more Hispanic and Black students were in a public school chosen by their parents than were White children (18 and 23 percent versus 11 percent, respectively), and conversely, proportionately fewer Hispanic and Black children were in private schools than were White children (5 and 6 percent versus 11 percent, respectively).

Hispanic, White, and Black parents whose children attended public schools that they had selected or private schools were more likely to report being very satisfied with the school and its academic standards than were parents whose children were in public schools assigned to them. Hispanic and White parents whose children attended private schools reported the highest levels of satisfaction in these two areas, as well as in the area of the school's order and discipline. Parents of Hispanic students in assigned public schools reported higher levels of satisfaction with their children's schools and teachers and with their children's schools' academic standards as well as the schools' order and discipline than did the parents of White or Black students enrolled in assigned public schools.

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[49] Magnet programs are special schools or programs designed to attract students of different racial/ethnic backgrounds for the purpose of racial desegregation and/or to provide an academic or social focus on a particular theme.

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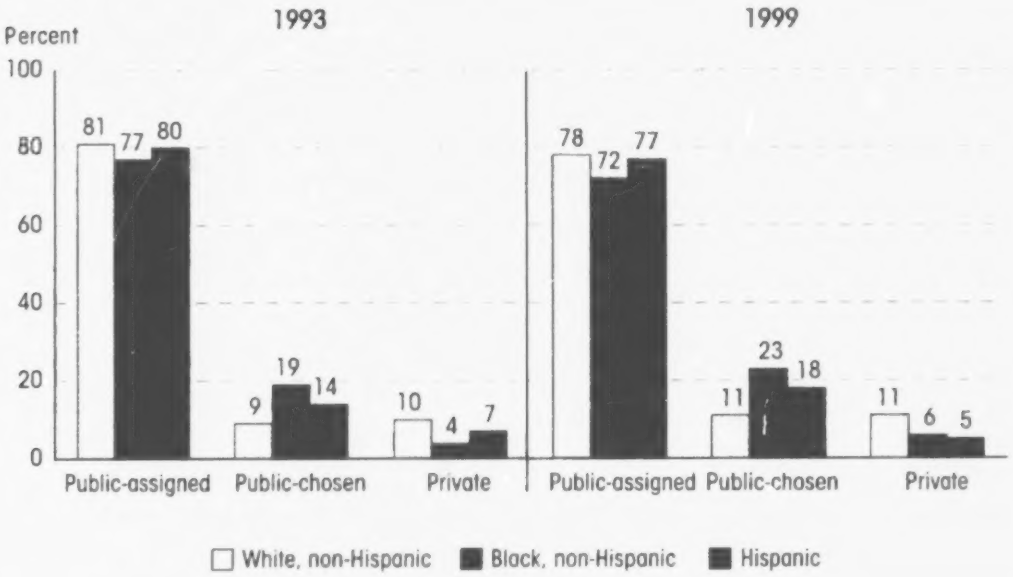
Percentage distribution of students in grades 3-12 who attended a chosen or assigned school, by race/ethnicity: 1993 and 1999



NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Surveys Program (NHES), 1999 (Parent Interview Component).

6 Student Behaviors

6.1 Civic awareness activities of youth
6.2 Community service participation of youth
6.3 Students' use of the Internet and access to computers
6.4 Alcohol, tobacco, and illicit drug use
6.5 Teenage birth rates
6.6 Violence on school property

The indicators in this section examine a wide range of student activities in order to better understand the social environments of students and how students interact with their environments. Positive indicators on civic awareness and community service participation examine the integration of young people into society. Student access to technology and technology-based information is measured through students' use of the Internet and access to computers. Indicators of at-risk behavior include measures of student exposure to drugs and violence. Another indicator associated with negative schooling consequences is the teen birth rate as it has been linked to the likelihood of teenage girls dropping out of high school. Finally, an indicator examines the prevalence of violence among students on school property.

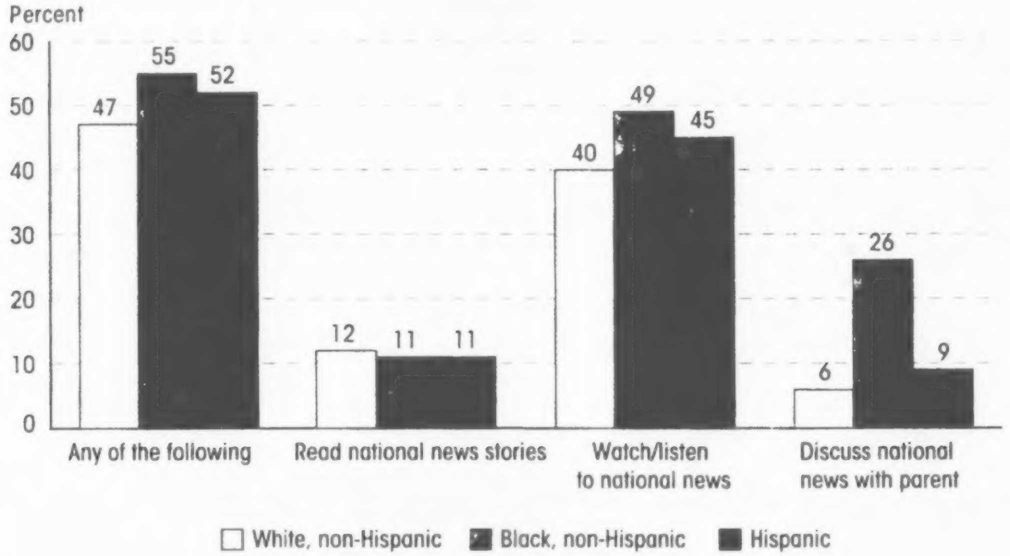
6.1 Civic awareness activities of youth

About one-half of Hispanic students participated in at least one of three civic awareness activities (reading national news stories, watching or listening to the national news, and discussing national news) on an almost daily basis in 1999.

Participation in civic awareness activities indicates the ways in which students are preparing for citizenship and are learning to take part in public affairs. In 1999, 52 percent of Hispanic students in grades 6 to 12 participated in at least one of three civic awareness activities on an almost daily basis: watching or listening to the national news, reading national news stories, or discussing national news and politics with parents. About as many Black students (55 percent) and slightly fewer White students (47 percent) indicated that they had taken part in one of the three activities.

Examining the three activities individually, Hispanic students were more likely to report watching or listening to the national news—45 percent of Hispanic students did so—than reading national news stories or discussing news with parents—11 and 9 percent, respectively, did so. Watching or listening to the national news was the predominant activity across all three racial/ethnic groups.

Percent of students in grades 6–12 who participated in selected civic awareness activities almost daily, by race/ethnicity: 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on National Household Education Survey (NHES), 1999 (Youth Interview Component).

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6.2 Community service participation of youth

Hispanic students are less likely than White and Black students to participate in community service.

Student participation in community service is commonly considered integral to developing habits of responsible citizenship.[50] In 1999, Hispanic students in grades 6 to 12 were less likely than White or Black students to have participated in community service: 38 percent compared with 56 and 48 percent, respectively. The percentage of Hispanic students in these grades participating in community service was the same in 1996. However, White students' participation increased, whereas the apparent difference for Black students was not statistically significant.

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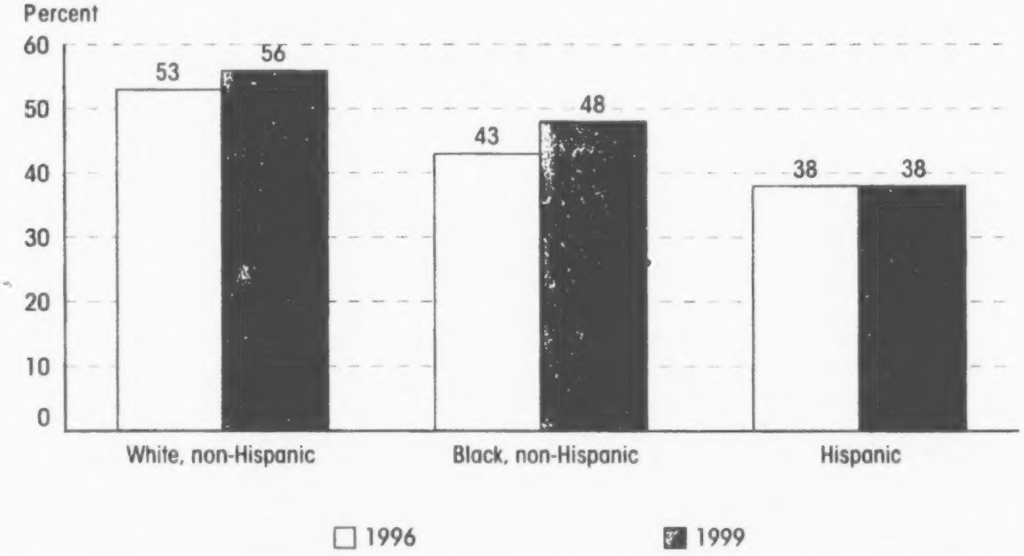
[50] B. Kleiner and C. Chapman, *Statistics in Brief: Youth Service-Learning and Community Service Among 6th- through 12th-Grade Students in the United States: 1996 and 1999* (NCES 2000–028).

Percent of students in grades 6–12 who participated in community service, by race/ethnicity: 1996 and 1999



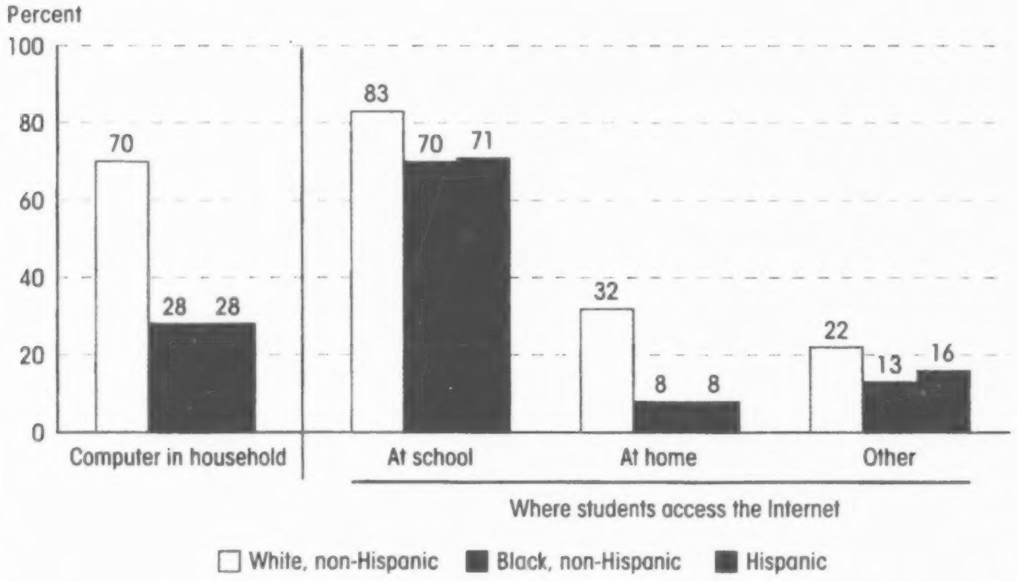
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1996 and 1999 (Youth Interview Component).

6.3 Students' use of the Internet and access to computers

Hispanic students are less likely than White students to have a computer at home or to use the Internet at home.

In our increasingly technological society, computers are an essential tool. Exposure to computers in school or at home may help young people gain the computer literacy they will need to function effectively in society. Understanding the extent to which students have access to computers, and ultimately if and how they use them, may indicate their preparedness to enter the working world. In 1998, fewer Hispanic and Black students in grades 1 to 12 had access to a computer at home or to the Internet at home or at school than did White students. Students from all three racial/ethnic groups were more likely to access the Internet at school than at home. However, the difference in the percentages of Hispanics and Whites who access the Internet at home was larger than the Hispanic-White difference for school Internet access.

Percent of students in grades 1-12 who reported a computer in their household and percent reporting Internet access at various places, by race/ethnicity: 1998



SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on U.S. Department of Commerce, Bureau of the Census, October and December Current Population Surveys, 1998.

6.4 Alcohol, tobacco, and illicit drug use

More Hispanic 12- to 17-year-olds than Blacks of the same age range reported using alcohol, tobacco products, or illicit drugs (not including marijuana) in the past month.

Engaging in illegal, risky, or unhealthy behaviors, such as using alcohol or drugs, has been linked to dropping out of school, depression, crime, and violence.[51,52,53] In 1999, more Hispanic 12- to 17-year-olds (17 percent) than Blacks (9 percent) and Asians (7 percent) of the same age range reported using alcohol in the past month, but about as many Hispanics as Whites (18 percent) and American Indians/Alaska Natives (19 percent) of the same ages had done so. Hispanics (11 percent) were more likely than Blacks (8 percent) to use tobacco products, including cigarettes, in the past month, but Whites (19 percent) and American Indians/Alaska Natives (31 percent) were more likely than any of the other groups to do so. No differences were detected in the percent of Hispanics (7 percent) who had used marijuana in the past month and the percents of those from the other racial/ethnic groups who had done so,[54] but more Hispanics (5 percent) than Blacks (3 percent) and Asians (2 percent) had used an illicit drug other than marijuana in the past month.

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[51] B.S. Mensch and D.B. Kandel, "Dropping Out of High School and Drug Involvement," *Sociology of Education, 61*(April 1988): 95–113.

[52] D.W. Brook, J.S. Brook, C. Zhang, P. Cohen, and M. Whiteman, "Drug Use and the Risk of Major Depressive Disorder, Alcohol Dependence, and Substance Use Disorders," *Archives of General Psychiatry 2002, 59*: 1039–1044.

[53] U.S. Department of Justice, Bureau of Justice Statistics, *Fact Sheet: Drug-Related Crime*, NCJ–149286.

[54] The fact that there is no statistical difference between Hispanics and American Indians/Alaska Natives may be due to the large standard error for American Indians/Alaska Natives.

Percent of 12- to 17-year-olds who reported using alcohol, tobacco, or other illicit drugs, by race/ethnicity, type of drug, and selected time periods: 1999

Type of drug/time period	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian*	American Indian/ Alaska Native
Alcohol						
Lifetime	41.7	44.3	32.1	41.8	30.5	51.2
Past year	33.0	36.3	21.2	32.4	21.4	37.2
Past month	16.4	18.4	8.8	16.8	7.1	19.0
All tobacco products						
Lifetime	38.0	41.8	27.8	33.2	24.2	‡
Past year	24.3	27.7	14.2	20.6	15.0	41.8
Past month	15.6	18.5	7.6	11.4	9.3	31.3
Cigarettes						
Lifetime	34.6	38.1	24.4	31.2	23.6	‡
Past year	20.8	23.6	11.6	18.7	13.9	36.8
Past month	13.4	16.0	6.1	10.2	8.4	27.5
Any illicit drug						
Lifetime	27.6	27.8	25.9	29.8	19.1	46.5
Past year	19.8	20.1	18.3	20.9	13.0	30.5
Past month	9.8	9.8	9.4	10.4	7.1	20.0
Marijuana						
Lifetime	18.7	19.1	16.0	20.6	12.1	35.6
Past year	14.2	14.6	12.1	14.9	8.9	22.9
Past month	7.2	7.4	6.6	6.9	5.8	14.4
Any drug other than marijuana						
Lifetime	18.3	19.3	13.5	19.8	10.8	32.5
Past year	11.6	12.6	8.0	11.9	6.0	20.3
Past month	4.5	4.7	3.3	5.3	1.7	9.8

* This survey separates Asians from Native Hawaiians/Other Pacific Islanders. Sample sizes for Native Hawaiian/Other Pacific Islander were too small to permit reliable estimates.

‡ Reporting standards not met.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, *Detailed Tables for 1999 and 2000 National Household Surveys on Drug Abuse.*

6.5 Teenage birth rates

The birth rates of Hispanic females ages 15 to 19 are higher than females from other racial/ethnic groups.

Research has shown that teenagers who have children are less likely to complete high school than those who postpone childbearing until adulthood.[55] Among girls ages 15 to 17, Hispanics had a birth rate of 60 live births per 1,000 females. In the larger age group of 15 to 19, the Hispanic birth rate was 94 live births per 1,000 females. These birth rates were higher than those of females from other racial/ethnic groups.

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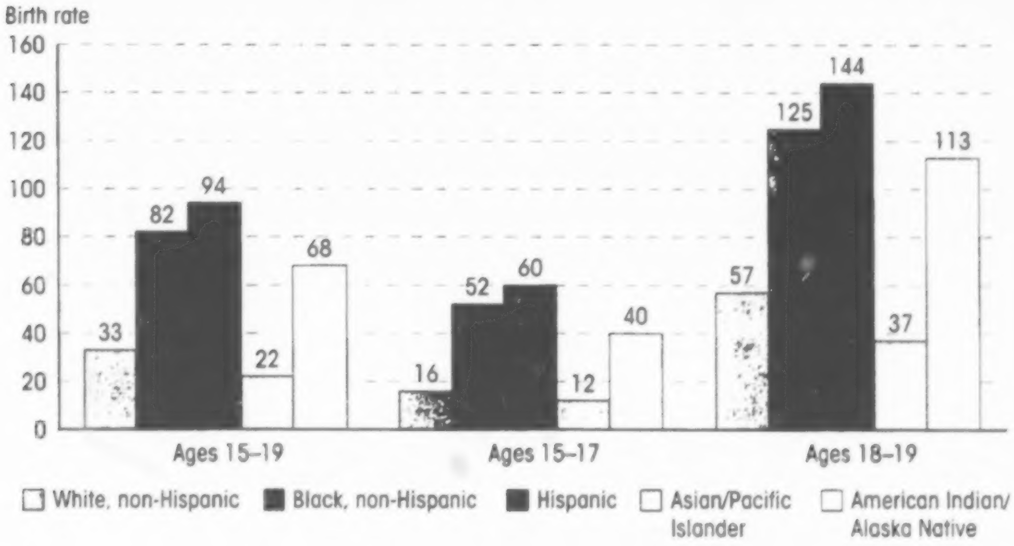
[55] L. Chavez, *Statistics in Brief: The Relationship Between the Parental and Marital Experiences of 1988 Eighth-Grade Girls and High School Completion as of 1994* (NCES 98–096).

Births per 1,000 15- to 19-year-old females, by age of mother and race/ethnicity: 2000



SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

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6.6 Violence on school property

Hispanic and Black students are more likely than White students to feel too unsafe to go to school.

School violence is a cause for concern among policymakers, administrators, students, and the public. An atmosphere of violence in the school creates, at a minimum, a distraction from class routines for students worried about their safety. Such violence, however, can also endanger the lives of students and school staff. Survey data from 2001 provide information on high school students' perceptions of and activities relating to school violence.[56] In 2001, 6 percent of Hispanic, White, and Black students reported carrying a weapon to school in the past 30 days and 9 percent of each of these races/ethnicities reported being threatened or injured with a weapon on school property in the previous 12 months. Hispanic and Black students (both 10 percent) were more likely than White students (5 percent) to feel too unsafe to go to school. Apparent differences in the percentages of those who engaged in a physical fight on school property were not statistically significant.

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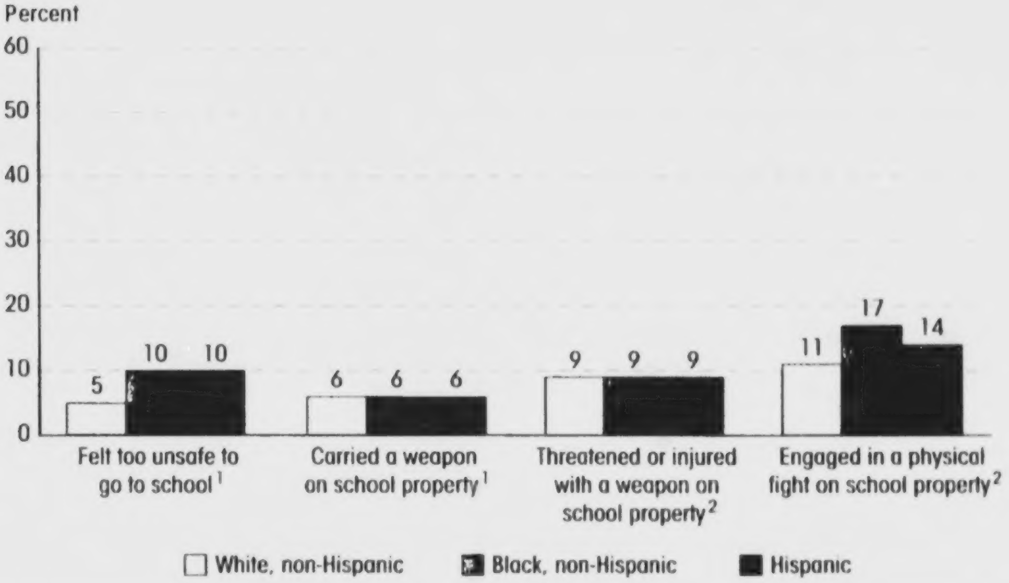
[56] U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, *CDC Surveillance Summaries, Morbidity and Mortality Weekly Report 2001, 51* (SS04).

Percent of students in grades 9-12 who reported that at school they felt unsafe, carried a weapon, were threatened or injured, or were in a fight, by race/ethnicity: 2001



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[1] At least once in the past 30 days.

[2] At least once in the previous 12 months.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *CDC Surveillance Summaries, Morbidity and Mortality Weekly Report 2001, 51 (SS04)*, based on National Center for Health Statistics, National Health Interview Survey - Youth Risk Behavior Survey, 2001.

III POSTSECONDARY EDUCATION

7 Participation and Context

7.1 Enrollment in colleges and universities
7.2 Degrees conferred by colleges and universities
7.3 Types of bachelor's degrees conferred
7.4 Types of master's degrees conferred
7.5 Types of doctor's degrees conferred
7.6 College completion rates
7.7 Faculty in colleges and universities
7.8 Adult education

This section contains indicators that examine the access of Hispanic students to postsecondary education. Access is measured by indicators on enrollment in 2- and 4-year colleges, as well as attendance at Hispanic-serving institutions. College completion is measured by degrees earned at all levels from associate degrees to doctor's degrees. Comparative information is also presented on the fields of study in which students earn degrees. This section also examines the issue of lifelong education through an indicator on adult education. Data on the distribution of faculty by race/ethnicity provide some additional context about the college environment.

7.1 Enrollment in colleges and universities

Hispanic enrollments in colleges and universities increased between 1980 and 2000.

A larger proportion of Hispanics attends college than 20 years ago: in 2000, 22 percent of 18- to 24-year-old Hispanics were enrolled in colleges and universities, up from 16 percent in 1980. There was a similar increase in the proportion of Hispanic high school completers going on to college. In 2000, 36 percent of Hispanic high school completers ages 18 to 24 enrolled in colleges and universities, higher than the 27 percent of Hispanic high school completers who enrolled in 1985. Despite the rise in the percentage of Hispanics enrolling in college, their enrollment rates remain lower than those of their White peers. The relatively low Hispanic high school completion rate (see Indicator 3.4), particularly among immigrants, is an important factor in the difference between the White and Hispanic proportions of the population attending college because persons who do not complete high school are generally ineligible for college or university enrollment.

Hispanic young adults who are U.S. citizens are more likely than the general Hispanic young adult population to enroll in colleges and universities. In 2000, Hispanic U.S. citizens ages 18 to 24 had a higher enrollment rate compared with the general Hispanic population in this age group. The enrollment rate based on 18- to 24-year-old high school completers was also higher for Hispanics who were U.S. citizens than for the general Hispanic population. Hispanic U.S. citizens 18 to 24 years old who were high school completers had a similar enrollment rate to White 18- to 24-year-old high school completers.

(Continued on page 96.)

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Enrollment rates of 18- to 24-year-olds in colleges and universities: Selected years 1980 to 2000

	Enrollment as a percent of all 18- to 24-year-olds					Enrollment as a percent of all 18- to 24-year-old high school completers				
				Hispanic					Hispanic	
Year	Total	White, non-Hispanic	Black, non-Hispanic	Total	U.S. citizens*	Total	White, non-Hispanic	Black, non-Hispanic	Total	U.S. citizens*
1980	26	27	19	16	—	32	32	28	30	—
1985	28	30	20	17	—	34	35	26	27	—
1990	32	35	25	16	—	39	40	33	29	—
1995	34	38	27	21	26	42	44	35	35	36
1996	36	39	27	20	26	43	45	36	34	38
1997	37	41	30	22	28	45	47	39	36	40
1998	37	41	30	20	26	45	47	40	34	36
1999	36	39	30	19	24	44	45	39	32	34
2000	36	39	31	22	31	43	44	39	36	43

* Includes born and naturalized U.S. citizens.

— Data not available.

NOTE: Includes both 2- and 4-year degree-granting postsecondary institutions. All data are based upon sample surveys of the civilian noninstitutional population. Percents based on 18- to 24-year-old high school graduates for 1992 and later years use a slightly different definition of graduation and may not be directly comparable with figures for other years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, unpublished data from the Current Population Surveys, various years.

The increase in Hispanic enrollment is being driven by both population growth and by increasing proportions of the population enrolling in colleges and universities.[57] In 1980, Hispanics represented 4 percent of students enrolled in colleges and universities. Two decades later (in 2000), Hispanics comprised 10 percent of the total enrollment.

Although there has been an increase in the percentage of Hispanic students enrolling in college, they are disproportionately enrolled in 2-year colleges. This pattern is typical for first-generation students in general.[58] In 2000, Hispanic students accounted for 14 percent of the students enrolled in 2-year colleges and 7 percent of these in 4-year institutions. (White students made up a larger percentage of the student body in 4-year institutions than they did in 2-year institutions; students from other racial/ethnic groups constituted roughly the same percentage at both 2- and 4-year institutions.)

Hispanic-serving institutions (HSIs) are degree-granting public or private institutions of higher education eligible for Title IV funding in the United States and Puerto Rico in which Hispanics comprise 25 percent or more of the undergraduate full-time-equivalent enrollment.[59] In 1999, Hispanic enrollment in HSIs accounted for nearly one-half (45 percent) of the total Hispanic undergraduate enrollment in colleges and universities, nearly the same proportion they accounted for in 1990 (46 percent). Hispanic enrollment in HSIs accounted for 42 percent of the total enrollment in HSIs, up from 29 percent in 1990 (supplemental table 7.1b).[60]

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[57] U.S. Department of Education, National Center for Education Statistics, *Hispanic Serving Institutions: Statistical Trends from 1990–1999* (NCES 2002–051).

[58] E.C. Warburton, R. Bugarin, A. Nuñez, and C.D. Carroll, *Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students* (NCES 2001–153).

[59] Title IV of the Higher Education Act (HEA) governs the federal student financial aid programs.

[60] The Office for Civil Rights (OCR) is responsible for and maintains the U.S. Department of Education Minority Postsecondary Institution Listing, which includes a listing of Hispanic-serving postsecondary institutions. For more information, see *http://www.ed.gov/offices/OCR/minorityinst.html*.

Percentage distribution of enrollment in colleges and universities, by race/ethnicity: 1980 and 2000

Race/ethnicity	1980 Total	1980 2-year	1980 4-year	2000 Total	2000 2-year	2000 4-year
Total	100	100	100	100	100	100
White, non-Hispanic	81	79	83	68	64	71
Black, non-Hispanic	9	10	8	11	12	11
Hispanic	4	6	3	10	14	7
Asian/Pacific Islander	2	3	2	6	7	6
American Indian/Alaska Native	1	1	0	1	1	1
Nonresident alien	3	1	3	3	1	5

NOTE: Includes 2-year and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2002*, based on Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" survey, 1980–81, and Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" survey, 2000–01.

7.2 Degrees conferred by colleges and universities

Hispanics earn a greater percentage of associate degrees than bachelor's degrees.

The relatively high enrollment rate of Hispanic students at 2-year colleges is reflected in their proportion of associate degrees. In the 1999-2000 academic year, Hispanics earned 9 percent of all associate degrees, 6 percent of bachelor's degrees, 4 percent of master's degrees, 3 percent of doctor's degrees, and 5 percent of first-professional degrees.

The number of Hispanic students graduating from college has been increasing rapidly for many years, for all levels of degrees from associate through doctorate. The pace of these increases has accelerated during the 1990s. Between 1980-81 and 1990-91, the number of bachelor's degrees awarded to Hispanics rose by 68 percent. During the 1990s (1990-91 to 1999-2000), the number of bachelor's degrees awarded to Hispanics rose by 105 percent, faster than any other racial/ethnic group. Similar large increases occurred at higher degree levels during the 1990s, with a 128 percent increase in master's degrees, and a 76 percent increase in doctor's degrees (supplemental table 7.2).

Number and percentage distribution of degrees conferred by colleges and universities, by race/ethnicity and degree level: 1999–2000

Degree level	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Non-resident alien
			Number of degrees conferred				
Associate degree	564,933	408,508	60,181	51,541	27,764	6,494	10,445
Bachelor's degree	1,237,875	928,013	107,891	74,963	77,793	8,711	40,504
Master's degree	457,056	317,999	35,625	19,093	22,899	2,232	59,208
Doctor's degree	44,780	27,492	2,220	1,291	2,380	159	11,238
First professional	80,057	59,601	5,552	3,865	8,576	564	1,899
			Percentage distribution of degrees conferred				
Associate degree	100.0	72.3	10.7	9.1	4.9	1.1	1.8
Bachelor's degree	100.0	75.0	8.7	6.1	6.3	0.7	3.3
Master's degree	100.0	69.6	7.8	4.2	5.0	0.5	13.0
Doctor's degree	100.0	61.4	5.0	2.9	5.3	0.4	25.1
First professional	100.0	74.4	6.9	4.8	10.7	0.7	2.4

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to totals due to rounding.

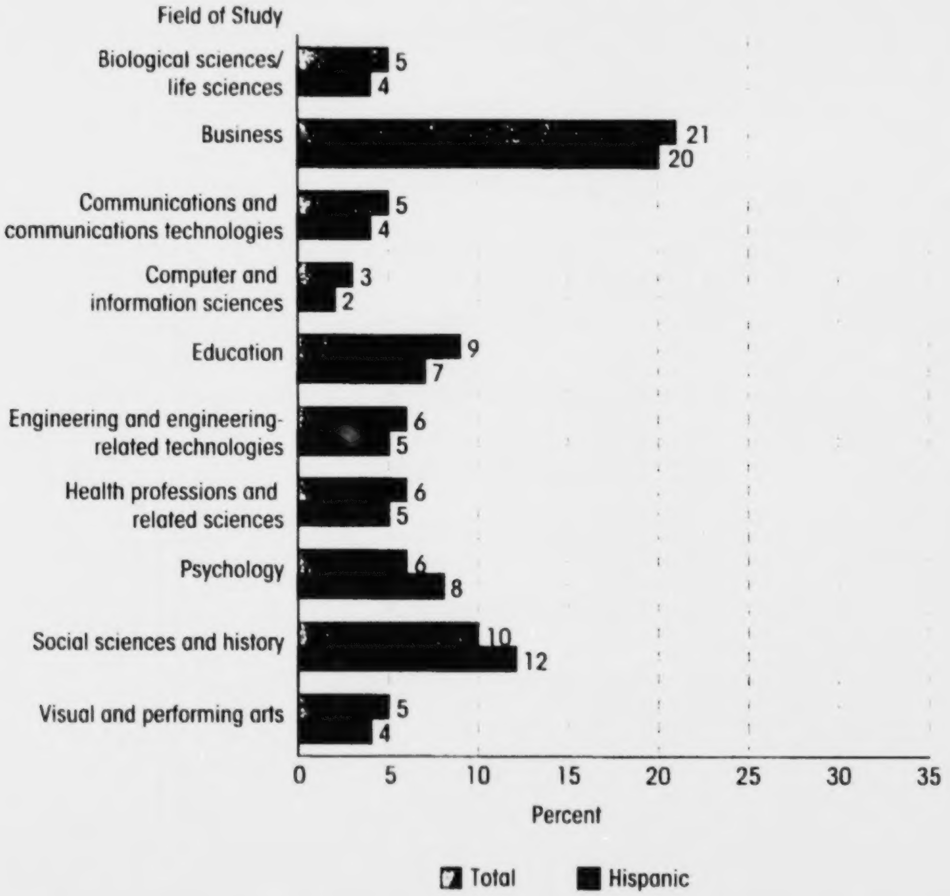
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

7.3 Types of bachelor's degrees conferred

The distribution of fields in which Hispanic students completed their bachelor's degrees was generally similar to other students.

In the 1999-2000 school year, the most popular fields of study in which Hispanics earned bachelor's degrees were business, social sciences/history, psychology, and education. Compared to the national average of degrees earned, Hispanics were less likely to earn degrees in 8 of the top 10 most popular fields of study. For example, Hispanics were less likely to earn bachelor's degrees in education (7 versus 9 percent), computer and information sciences (2 versus 3 percent), and health professions (5 versus 6 percent). However, they were more likely to earn degrees in psychology (8 versus 6 percent) and social sciences/history (12 versus 10 percent).

Percent of bachelor's degrees conferred in total and to Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000



NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

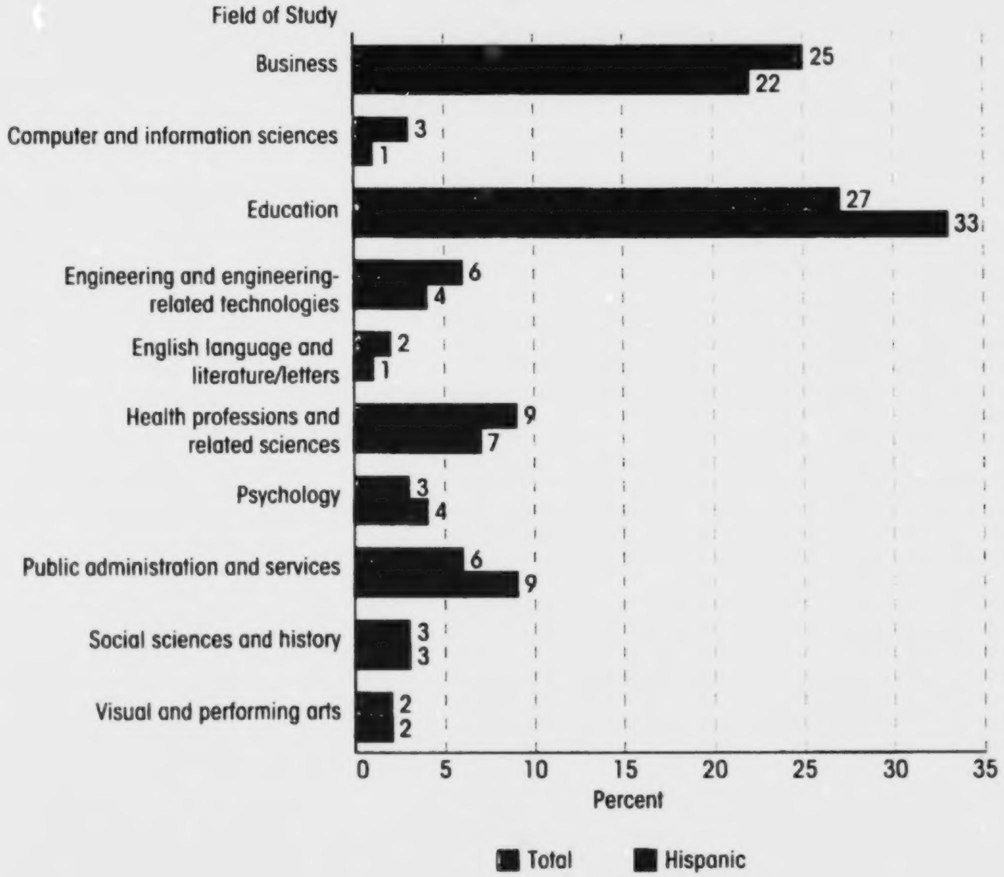
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999-2000.

7.4 Types of master's degrees conferred

Hispanic master's degree recipients are more likely to have majored in education and public administration/services than other students.

In the 1999-2000 school year, the percentage of master's degrees that Hispanics earned in education and business was more than one-half the total number of master's degrees earned by Hispanics. This finding was also true for master's degree recipients overall. Compared to the national average, Hispanics were more likely to receive degrees in education (33 versus 27 percent) and public administration/services (9 versus 6 percent). Compared to the national average, Hispanics were less likely to earn master's degrees in business (22 versus 25 percent), computer/information sciences (1 versus 3 percent), engineering/engineering-related technologies (4 versus 6 percent), and health professions/related sciences (7 versus 9 percent).

Percent of master's degrees conferred in total and to Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999-2000



NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

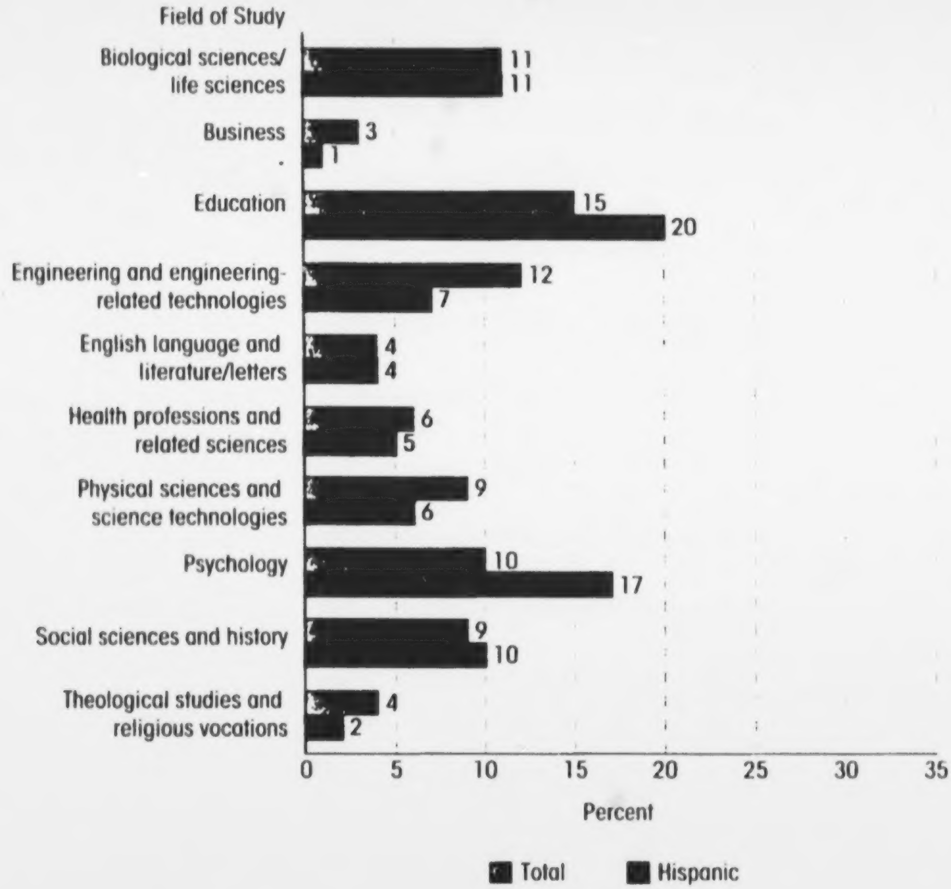
SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999-2000.

7.5 Types of doctor's degrees conferred

Hispanic doctor's degree recipients are more likely to have majored in education and psychology than are other students.

The most popular fields of study in which Hispanics earned doctor's degrees in the 1999-2000 school year were education and psychology (20 and 17 percent, respectively). Hispanics were more likely (compared to the national average) to earn their doctor's degrees in education and in psychology. Compared to the national average, they were less likely to earn their doctor's degrees in engineering/engineering-related technologies (7 versus 12 percent) and physical sciences/science technologies (6 versus 9 percent).

Percent of doctor's degrees conferred in total and to Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000



NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999-2000.

7.6 College completion rates

A smaller proportion of Hispanics complete college compared to Whites and Blacks.

In 2000, 10 percent of Hispanics ages 25 to 29 had completed a bachelor's degree or higher. In comparison, 34 percent of Whites and 18 percent of Blacks in this young adult age group had completed a bachelor's degree. The proportion of Hispanic young adults completing college has not increased since 1990, though the proportions of young Whites and Blacks did increase.

Compared to Whites and Blacks ages 25 and over, smaller proportions of Hispanics 25 years old and over have earned an associate, bachelor's, or master's degree. However, similar proportions of Hispanics and Blacks ages 25 and over have earned a first professional degree and more Hispanics have earned doctorate degrees than Blacks. Over 1 in 4 Whites over 25 (28 percent) have at least a bachelor's degree, while about 1 in 10 Hispanics (11 percent) and 1 in 6 Blacks (17 percent) do.

Percent of 25- to 29-year-olds who have completed college (bachelor's degree or higher), by race/ethnicity: Selected years 1975 to 2000

Race/ethnicity	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000
Total	22	23	22	23	25	27	28	27	28	29
White, non-Hispanic	24	25	24	26	29	32	33	32	34	34
Black, non-Hispanic	11	12	12	13	15	15	14	16	15	18
Hispanic	9	8	11	8	9	10	11	10	9	10

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Percent of persons 25 years old and over according to highest degree attained, by race/ethnicity: 2000

	Degree level					
Race/ethnicity	Associate	Bachelor's or higher	Bachelor's	Master's	First professional	Doctorate
Total	7.8	25.7	17.0	6.0	1.5	1.2
White, non-Hispanic	8.4	28.1	18.6	6.5	1.7	1.3
Black, non-Hispanic	6.8	16.6	11.5	4.2	0.6	0.3
Hispanic	5.0	10.6	7.3	2.2	0.7	0.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

7.7 Faculty in colleges and universities

Hispanics comprise 3 percent of instructional faculty in colleges and universities.

In 1999, Hispanics comprised 3 percent of all full-time instructional faculty in degree-granting institutions.[61] A larger percentage of Hispanic faculty members were instructors and lecturers (5 and 4 percent of these populations, respectively) than were assistant or associate professors (3 percent each) or full professors (2 percent).

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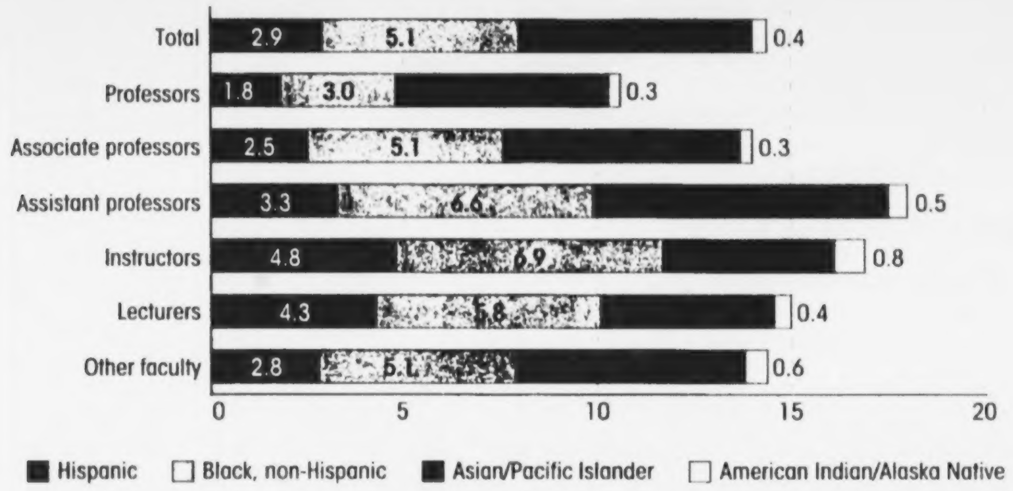
[61] Includes both 2-year and 4-year degree-granting institutions.

Percent of full-time instructional faculty in colleges and universities, by minority race/ethnicity and academic rank: 1999



NOTE: Includes U.S. citizens and resident aliens identified by race. Excludes nonresident aliens and persons not identified by race. Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1999-2000.

7.8 Adult education

About forty percent of Hispanics 17 years old and over participate in adult education.

In 1999, 41 percent of Hispanics 17 years old and over participated in adult education in the previous 12 months. Among employed Hispanics in this age group, this percentage was 44 percent, which was lower than the percentage for Whites (53 percent). Hispanics 17 years old and over, both employed and overall, were less likely than Whites, Blacks, and Asians/Pacific Islanders to have taken career or job-related courses. Hispanics were less likely than Whites to enroll in personal development courses, and employed Hispanics were also less likely than Blacks to do so. Overall, Hispanics were more likely than Whites and American Indians/Alaska Natives to have been in basic education. Also, Hispanics were more likely than the other racial/ethnic groups, with the exception of Asians/Pacific Islanders, to have taken English-as-a-second-language courses. Apparent differences in the other adult education activities between Hispanics and other racial/ethnic groups were not statistically significant.[62]

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[62] The fact that there is no statistical difference between Hispanics and Asians/Pacific Islanders or between Hispanics and American Indians/Alaska Natives may be due to large standard errors.

Percent of persons 17 years old and over enrolled in adult education during the previous 12 months, by type of program, employment status, and race/ethnicity: 1999

	Type of program						
Race/ethnicity	Any program	Part-time higher education	Career or job-related courses	Apprenticeship programs	Personal development courses	Basic education	English as a second language
Total persons							
Total	45	9	22	2	22	1	1
White, non-Hispanic	44	9	24	1	23	1	0
Black, non-Hispanic	46	11	20	3	24	3	0
Hispanic	41	9	13	4	16	2	7
Asian/Pacific Islander	51	17	27	1	23	2	6
American Indian/ Alaska Native	36	13	19	4	11	0	0
Employed persons							
Total	53	12	31	2	23	—	—
White, non-Hispanic	53	12	33	2	24	—	—
Black, non-Hispanic	54	13	28	4	26	—	—
Hispanic	44	11	16	4	16	—	—
Asian/Pacific Islander	53	20	33	0	21	—	—
American Indian/ Alaska Native	53	21	30	7	10	—	—

— Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education Component), unpublished data.

IV OUTCOMES OF EDUCATION

8 Labor Market and Social Outcomes

8.1 Unemployment rates
8.2 Income
8.3 Type of occupation and worker satisfaction
8.4 Adult literacy and reading habits
8.5 Voting participation

In addition to academic achievement, an important outcome of education is an educated, productive, and engaged citizenry. This section contains indicators on the social and economic outcomes of education, measured by occupational status, worker satisfaction, and voter participation. Traditional outcome measures are also presented on income and unemployment rates by levels of education completed. Because income and employment are associated with educational attainment, outcome data for different racial/ethnic groups are broken out by levels of educational attainment. An additional indicator on adult literacy and reading habits shows differences in patterns of education-related activities among adults.

8.1 Unemployment rates

Among Hispanics, as well as among individuals from other racial/ethnic groups, unemployment rates are generally lower for older age groups and people with more education. Unemployment rates for Hispanics are higher on average than for Whites, but are lower than those for Blacks.

In 2000, the unemployment rate for Hispanics ages 25 and older was 4.4 percent—between the rate for White individuals (2.4 percent) and for Black individuals (5.4 percent). Among younger Hispanics, the unemployment rate was higher: for ages 16 to 19, the unemployment rate was 16.7 percent and for ages 20 to 24, it was 7.5 percent. This same pattern is evident for the White and Black populations as well, and presumably relates to the fact that younger people generally have fewer skills and less experience compared to the population over 24 years old.

As the unemployment rate decreases with age, it also generally decreases with increased education for all age and racial/ethnic groups. For example, in 2000, the unemployment rate of Hispanics ages 20 to 24 years with a high school education was 7.8 percent, compared to 4.3 percent for Hispanics ages 20 to 24 with a bachelor's degree or higher. The one notable exception is that recipients of associate degrees tend to be employed more than recipients of bachelor's degrees or higher.

Unemployment rates of persons 16 years old and over, by age, race/ethnicity, and highest degree attained: 2000

Race/ethnicity and highest degree attained	Ages 16–24*			25 years and over
	Total	16–19*	20–24*	
All persons				
All education levels	9.3	13.1	7.2	3.0
Less than high school completion	15.3	15.6	14.4	6.4
High school completer, no college	9.3	11.6	8.4	3.5
Some college, no degree	5.5	6.7	5.1	2.9
Associate degree	3.3	4.6	3.2	2.3
Bachelor's degree or higher	4.3	#	4.3	1.7
White, non-Hispanic				
All education levels	7.4	10.4	5.5	2.4
Less than high school completion	12.7	12.7	13.1	5.2
High school completer, no college	7.2	9.0	6.4	2.8
Some college, no degree	4.5	5.3	4.3	2.5
Associate degree	3.0	5.7	2.9	2.0
Bachelor's degree or higher	4.0	#	4.0	1.6
Black, non-Hispanic				
All education levels	18.5	25.1	15.3	5.4
Less than high school completion	29.8	28.7	32.2	10.5
High school completer, no college	18.6	24.1	16.7	6.6
Some college, no degree	9.9	11.8	9.6	4.2
Associate degree	6.3	7.5	6.3	3.5
Bachelor's degree or higher	5.9	#	6.1	2.5
Hispanic				
All education levels	10.5	16.7	7.5	4.4
Less than high school completion	14.4	20.0	9.6	6.3
High school completer, no college	9.0	12.5	7.8	3.9
Some college, no degree	6.3	10.5	5.0	3.2
Associate degree	1.9	#	2.0	2.8
Bachelor's degree or higher	4.2	#	4.3	2.2

* Estimates exclude persons enrolled in school.

# Rounds to zero.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

8.2 Income

There is a positive relationship between education and salary for all racial/ethnic groups, but the incomes of Hispanic men are lower than those of White men at most educational levels.

In 2000, the median earnings of Hispanic men age 25 and older were about $13,000 less than that of White men.[63] Male Hispanic earnings were lower than male White earnings at most education levels, except at the associate and master's degree levels, where apparent differences were not statistically significant. In fact, the earnings gap between Hispanic and White men increased as education levels increased. There was about a $6,300 difference at the high school completer, no college level, and about a $13,400 difference at the bachelor's degree or higher level.

The average median earnings of Hispanic women age 25 and older were about $6,500 less than that of White women. Among women who had completed high school without completing college credits, Hispanic women earned less than White women. Hispanic women with a bachelor's degree or higher earned less than their White and Black counterparts. Other apparent differences in the earnings of Hispanic, White, and Black women were not statistically significant, except between Hispanic and Black and between White and Black women whose highest level of educational attainment was a bachelor's degree.[64]

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[63] Unlike most instances, White and Black categories include those of Hispanic origin.

[64] The fact that there is no statistical difference between Hispanics, Whites, and Blacks may be due to large standard errors.

Median earnings (in current dollars) for persons 25 years old and over, by sex, race/ethnicity, and educational attainment: 2000

	Male				Female			
Highest degree attained	Total	White	Black	Hispanic	Total	White	Black	Hispanic
All education levels	$35,842	$36,668	$28,167	$23,425	$22,887	$23,078	$22,028	$16,601
9th to 12th grade, no diploma	21,365	21,837	19,072	20,459	12,736	12,753	12,677	11,973
High school completer, no college	30,665	31,295	25,466	24,973	18,393	18,627	17,822	16,757
Some college, no degree	35,463	36,051	30,915	30,591	22,308	22,242	22,960	21,860
Associate degree	38,472	40,270	30,583	35,100	25,398	25,480	25,411	22,347
Bachelor's degree or higher	55,059	55,906	42,591	42,518	35,691	35,472	37,898	32,035
Bachelor's degree	50,441	51,099	40,360	41,244	32,163	31,892	35,788	28,531
Master's degree	60,320	60,450	47,170	47,946	41,048	40,844	41,980	42,269

NOTE: White and Black categories include those of Hispanic origin.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Educational Attainment - People 25 Years Old and Over, by Total Money Earnings in 2000, Work Experience in 2000, Age, Race, Hispanic Origin, and Sex, Table PINC-03*, based on March Current Population Survey, 2000.

8.3 Type of occupation and worker satisfaction

Fewer Hispanic and Black men and women hold managerial or professional positions than White men and women. No differences were detected between the percentages of Hispanic and White recipients of bachelor's degrees reporting satisfaction with co-workers or with working conditions.

In 2000, a smaller proportion of Hispanic and Black men were employed in managerial and professional occupations than White men.[65] The same held true for Hispanic and Black women compared to White women. Among all racial/ethnic groups, women were more likely than men to be employed in technical, sales, and administrative support occupations, and they also were more likely (among all racial/ethnic groups) to be employed in managerial and professional positions.

(Continued on page 120.)

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[65] Unlike most instances, White and Black categories include those of Hispanic origin.

Percentage distribution of employed persons according to occupation, by sex and race/ethnicity: 2000

	Male				Female			
Occupation	**Total**	**White**	**Black**	**Hispanic**	**Total**	**White**	**Black**	**Hispanic**
Managerial & professional specialty (includes teachers)	28.4	29.2	18.5	11.4	32.3	33.4	24.8	17.8
Technical, sales, and administrative support	19.8	19.7	18.8	14.9	40.0	40.5	38.6	37.2
Service occupations	10.0	9.1	17.4	15.2	17.5	16.4	25.2	26.2
Precision production, craft, and repair	18.7	19.5	14.2	22.2	2.1	2.1	2.1	3.3
Operators, fabricators, and laborers	19.3	18.4	29.0	28.1	6.9	6.4	9.1	13.6
Farming, forestry, and fishing	3.7	4.0	2.1	8.2	1.1	1.3	0.2	1.8

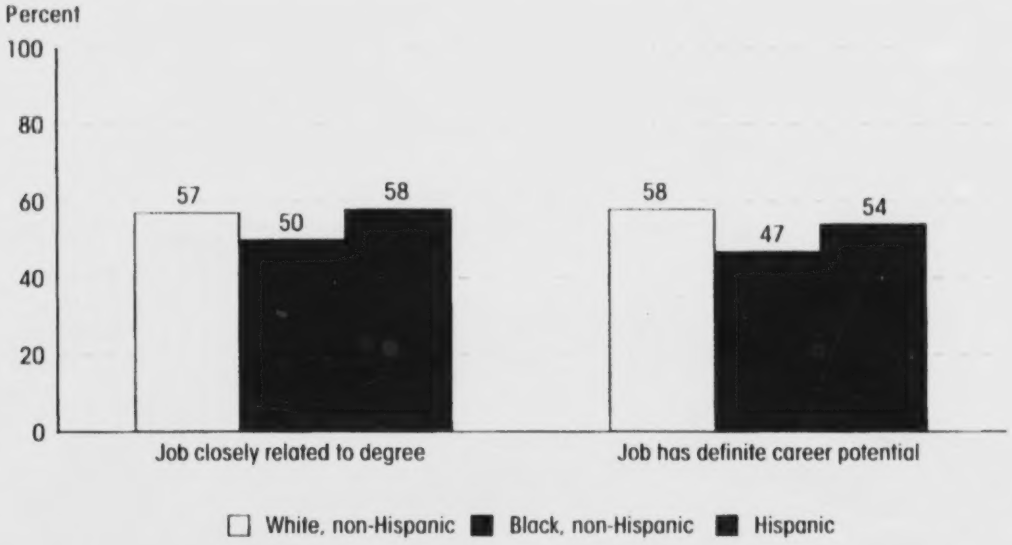
NOTE: White and Black categories include those of Hispanic origin. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

In 1997, over one-half of all Hispanic recipients of 1992–93 bachelor's degrees reported that their jobs were closely related to their degrees and had definite career potential (58 and 54 percent, respectively).

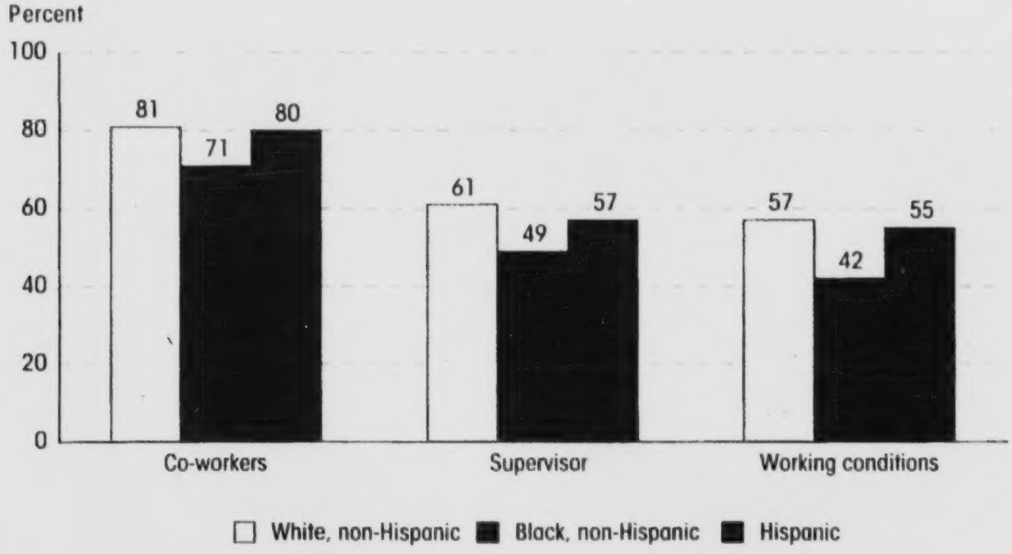
In terms of their evaluation of their working environments, 80 percent of Hispanic bachelor's degree recipients said they were very satisfied with their co-workers, 57 percent with their supervisors, and 55 percent with their working conditions. Except for satisfaction with working conditions (where more Hispanics reported being very satisfied than Blacks), no differences were detected between the percentages of Hispanics and those of Whites and Blacks.

Percent of employed 1992-93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1997, by race/ethnicity



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-use data.

Percent of 1992-93 bachelor's degree recipients employed in April 1997 who were very satisfied with various aspects of their work environment, by race/ethnicity



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-used data.

8.4 Adult literacy and reading habits

Hispanic adults have lower average reading literacy scores and also are less likely to report reading regularly than their White and Black peers.

Literacy proficiency is strongly related to levels of formal schooling. Successive levels of formal education are accompanied by rises in average literacy proficiencies, suggesting that high literacy abilities and high levels of education strongly reinforce one another.[66] As shown in Indicator 7.6, Hispanics are less likely than both Whites and Blacks to complete college. The National Adult Literacy Survey (NALS) defines literacy as "using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential." The NALS reported on three scales of literacy (prose, document, and quantitative) and the scores have been divided into five ranges, each range representing a level of proficiency.[67] The average proficiencies of Hispanics in prose, document, and quantitative literacy are lower than those of Whites and Blacks, and the average proficiencies of Whites exceed both those of Hispanics and Blacks (supplemental table 8.4a).

In 1999, 29 percent of all Hispanics ages 25 and over read regularly, while about one-half of White and Black adults (53 and 47 percent, respectively) read regularly.[68] Hispanic adults also differed from White and Black adults in their particular reading habits: they were less likely to read the newspaper daily or to have read a book in the past 6 months than Whites and Blacks.

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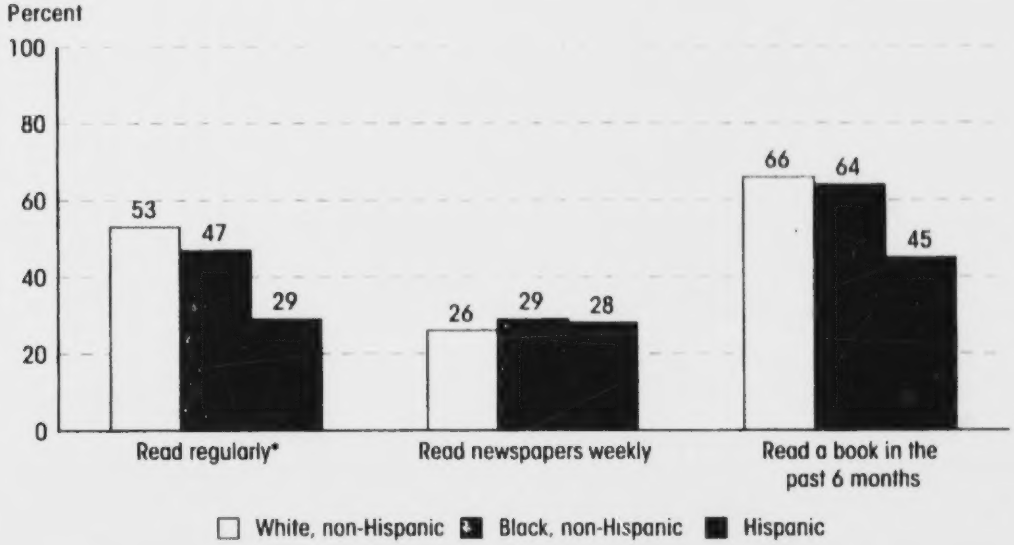
[66] C.F. Kaestle, A. Campbell, J.D. Finn, S.T. Johnson, and L.J. Mikulecky, *Adult Literacy and Education in America: Four Studies Based on the National Adult Literacy Survey* (NCES 2001–534).

[67] Prose literacy encompasses the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction. Document literacy encompasses the knowledge and skills required to locate and use information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs. Quantitative literacy encompasses the knowledge and skills required to apply arithmetic operations, either alone or sequentially, using numbers embedded in printed materials.

[68] Reading regularly is defined as reading a newspaper once a week, at least one magazine regularly, and a book in the past 6 months.

Percent of persons 25 years old and over who read at a given frequency by race/ethnicity and type of reading activity: 1999



* Defined as reading a newspaper once a week, at least one magazine regularly, and a book in the past 6 months.

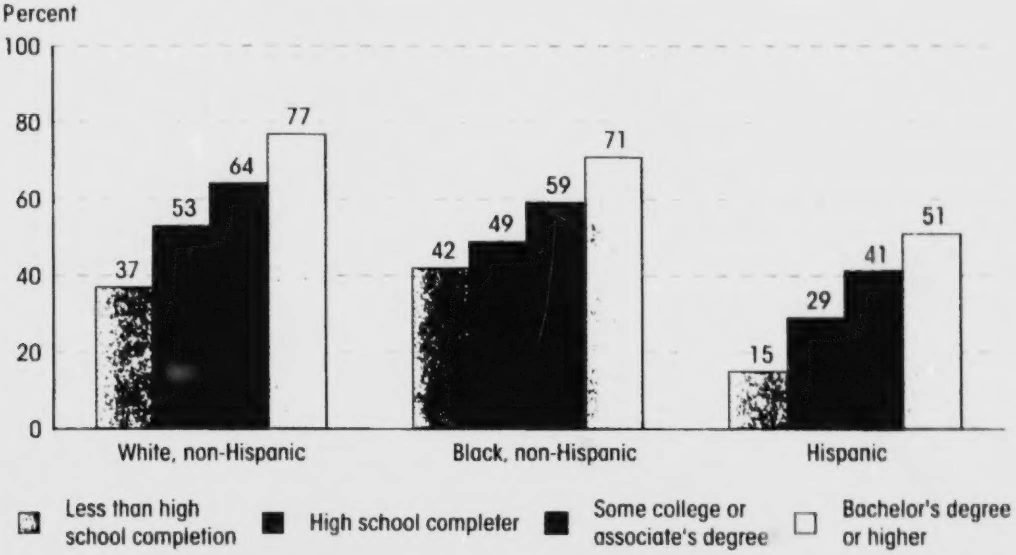
SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education and Life-Long Learning Component).

8.5 Voting participation

As with Whites and Blacks, Hispanic voting rates generally increase with levels of educational attainment.

Completion of higher levels of education is associated with individuals' more active voting behavior. This is evident from the voting patterns of White, Black, and Hispanic Americans ages 18 and over. For example, in the 2000 elections, the voting rate among Hispanics who had less than a high school education was 15 percent, but among Hispanics who had a bachelor's degree or higher it was 51 percent. At all education levels, however, the reported voting rates for Hispanics ages 18 and over were lower than those for Whites and Blacks.

Voting rates for persons 18 years old and over, by race/ethnicity and highest level of education completed: November 2000



NOTE: Data are for the citizen population.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Reported Voting and Registration, by Race, Hispanic Origin, Sex, and Educational Attainment: November 2000*. *Table 6*, based on Current Population Survey, November 2000 supplement.

APPENDIX

Supplemental Tables

Supplemental Table 1.1a

Percentage distribution of the resident U.S. population, by race/ethnicity: Selected years 1980 to 2000 and projections to 2050

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
1980	100.0	79.9	11.5	6.4	1.6	0.6
1985	100.0	77.7	11.7	7.7	2.2	0.7
1990	100.0	75.7	11.8	9.0	2.8	0.7
1995	100.0	73.6	12.0	10.3	3.4	0.7
2000	100.0	71.5	12.2	11.8	3.8	0.7
2005*	100.0	69.3	12.3	13.3	4.3	0.8
2010*	100.0	67.3	12.5	14.6	4.8	0.8
2015*	100.0	65.5	12.7	15.8	5.3	0.8
2020*	100.0	63.8	12.8	17.0	5.7	0.8
2025*	100.0	62.0	12.9	18.2	6.2	0.8
2030*	100.0	60.1	13.0	19.4	6.7	0.8
2040*	100.0	56.3	13.1	21.9	7.8	0.8
2050*	100.0	52.8	13.2	24.3	8.9	0.8

* Projected.

NOTE: Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program and Population Projections Program.

Supplemental Table 1.1b

Percentage distribution of the major racial/ethnic groups in the United States, by nativity: 1997

Nativity	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander
Native born, native parentage	79.5 (0.2)	88.1 (0.2)	90.1 (0.2)	32.3 (0.4)	11.2 (0.2)
Native born, foreign or mixed parentage	10.8 (0.2)	8.4 (0.2)	4.0 (0.1)	29.4 (0.3)	28.2 (0.3)
Foreign born	9.7 (0.2)	3.4 (0.1)	5.9 (0.2)	38.4 (0.4)	60.6 (0.4)

NOTE: Detail may not add to 100.0 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Profile of the Foreign-Born Population of the United States: 1997*, based on March Current Population Survey, 1997.

Supplemental Table 1.1c

Resident U.S. population, by race/ethnicity: Selected years 1980 to 2000 and projections to 2050

(In thousands)

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/ Alaska Native
1980	226,546	180,906	26,142	14,609	3,563	1,326
1985	237,924	184,945	27,738	18,368	5,315	1,558
1990	248,791	188,315	29,304	22,379	6,996	1,797
1995	262,803	193,328	31,590	27,107	8,846	1,932
2000	275,307	196,670	33,490	32,479	10,620	2,048
2005*	287,716	199,414	35,446	38,189	12,497	2,171
2010*	299,862	201,956	37,483	43,688	14,436	2,300
2015*	312,268	204,590	39,551	49,255	16,444	2,428
2020*	324,927	207,145	41,549	55,156	18,527	2,550
2030*	351,070	210,984	45,567	68,168	23,564	2,787
2040*	377,350	212,475	49,618	82,692	29,543	3,023
2050*	403,687	212,991	53,466	98,229	35,760	3,241

* Projected.

NOTE: Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Statistical Abstract of the United States: 2000*, based on Population Estimates Program and Population Projections Program.

Supplemental Table 1.2

Median age of the U.S. population, by race/ethnicity: 2000

Race/ethnicity	Age
Total	**35.9**
White, non-Hispanic	38.6
Black, non-Hispanic	30.6
Hispanic	26.6
Asian/Pacific Islander	32.4
American Indian/Alaska Native	28.5

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Resident Population Estimates of the United States by Sex, Race, and Hispanic Origin: April 1, 1990 to July 1, 1999, with Short-Term Projections to November 1, 2000*, based on Population Estimates Program.

Supplemental Table 1.3

Percentage distribution of children under age 18, by presence of parents in household and race/ethnicity: 2000

Race/ethnicity	Two parents[1]	Mother only [2]	Father only [2]	No parent
Total	69.1 (0.6)	22.4 (0.9)	4.2 (1.0)	4.1 (1.0)
White, non-Hispanic	77.5 (0.6)	15.6 (1.2)	4.3 (1.3)	2.6 (1.3)
Black, non-Hispanic	37.3 (2.1)	49.2 (1.9)	4.2 (2.6)	9.2 (2.6)
Hispanic	65.1 (1.6)	25.1 (2.3)	4.4 (2.6)	5.4 (2.6)

[1] Excludes families where parents are not living as a married couple.

[2] Because of data limitations, includes some families in which both parents are present in household but are living as unmarried partners.

NOTE: Detail may not add to 100.0 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Household Relationship and Living Arrangements of Children Under 18 Years, by Age, Sex, Race, Hispanic Origin, and Metropolitan Residence: March 2000, Table C2,* based on Population Estimates Program.

Supplemental Table 1.4a

Standard errors for the number and percentage of individuals and children living below the poverty level, by race/ethnicity: 2000

	Individuals		Children	
Race/ethnicity	Number in poverty, in thousands	Percent in poverty	Number in poverty, in thousands	Percent in poverty
Total*	535	0.6	80	0.4
White, non-Hispanic	378	0.7	178	1.3
Black	252	1.5	140	2.2
Hispanic	241	1.6	86	1.2

* Total includes other racial groups that are not presented separately.

NOTE: Black category includes those of Hispanic origin.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000,* based on March Current Poulation Survey, 2000.

Supplemental Table 1.4b

Percent of families living below the poverty level, by family structure and race/ethnicity: 2000

Race/ethnicity	Married couple	Female-headed household, no husband present
Total	4.7 (0.2)	24.7 (0.4)
White, non-Hispanic	3.3 (0.2)	16.9 (0.4)
Black	6.1 (0.2)	34.6 (0.4)
Hispanic	14.1 (0.3)	34.2 (0.4)

NOTE: Black category includes those of Hispanic origin. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000,* based on March Current Population Survey, 2000.

Supplemental Table 1.4c

Percent of individuals, children under 18, and families living below the poverty level, by race/ethnicity: 1975–2000

	Percent living below the poverty level									
	Individuals			Children				Families		
Year	White, non-Hispanic	Black	Hispanic	Total	White, non-Hispanic	Black	Hispanic	White, non-Hispanic	Black	Hispanic
1975	8.6 (0.2)	31.3 (0.8)	26.9 (1.4)	17.1 (0.4)	10.8 (0.3)	41.7 (1.2)	— (—)	7.0 (0.1)	30.1 (0.4)	26.3 (0.7)
1976	8.1 (0.2)	31.1 (0.8)	24.7 (1.4)	16.0 (0.4)	9.8 (0.3)	40.6 (1.2)	30.2 (1.6)	6.5 (0.1)	30.1 (0.4)	23.8 (0.6)
1977	8.0 (0.2)	31.3 (0.8)	22.4 (1.3)	16.2 (0.4)	9.9 (0.3)	41.8 (1.3)	28.3 (1.6)	6.5 (0.1)	30.5 (0.4)	21.9 (0.6)
1978	7.9 (0.2)	30.6 (0.8)	21.6 (1.3)	15.9 (0.4)	9.6 (0.3)	41.5 (1.3)	27.6 (1.6)	6.3 (0.1)	29.5 (0.4)	20.9 (0.6)
1979	8.1 (0.2)	31.0 (0.8)	21.8 (1.2)	16.4 (0.4)	10.1 (0.3)	41.2 (1.2)	28.0 (1.5)	6.4 (0.1)	30.0 (0.4)	21.1 (0.6)
1980	9.1 (0.2)	32.5 (0.8)	25.7 (1.3)	18.3 (0.4)	11.8 (0.4)	42.3 (1.3)	33.2 (1.6)	7.4 (0.1)	31.1 (0.4)	25.1 (0.6)
1981	9.9 (0.2)	34.2 (0.9)	26.5 (1.3)	20.0 (0.4)	12.9 (0.4)	45.2 (1.3)	35.9 (1.7)	8.2 (0.1)	33.2 (0.4)	25.9 (0.6)
1982	10.6 (0.2)	35.6 (0.9)	29.9 (1.4)	21.9 (0.4)	14.4 (0.4)	47.6 (1.4)	39.5 (1.7)	9.0 (0.1)	34.9 (0.4)	29.2 (0.7)
1983	10.8 (0.2)	35.7 (0.9)	28.0 (1.3)	22.3 (0.4)	14.8 (0.4)	46.7 (1.3)	38.1 (1.6)	9.2 (0.1)	34.7 (0.4)	27.3 (0.6)
1984	10.0 (0.2)	33.8 (0.8)	28.4 (1.0)	21.5 (0.4)	13.7 (0.4)	46.6 (1.3)	39.2 (1.6)	8.4 (0.1)	33.2 (0.4)	27.4 (0.5)
1985	9.7 (0.2)	31.3 (0.8)	29.0 (1.0)	20.7 (0.4)	12.8 (0.4)	43.6 (1.3)	40.3 (1.6)	8.1 (0.1)	30.5 (0.4)	28.3 (0.5)
1986	9.4 (0.2)	31.1 (0.8)	27.3 (1.0)	20.5 (0.4)	13.0 (0.4)	43.1 (1.3)	37.7 (1.6)	7.7 (0.1)	29.7 (0.4)	26.5 (0.5)
1987	8.7 (0.2)	32.4 (0.8)	28.0 (1.0)	20.3 (0.4)	11.8 (0.4)	45.1 (1.3)	39.3 (1.6)	7.0 (0.1)	31.2 (0.4)	27.5 (0.5)
1988	8.4 (0.2)	31.3 (0.9)	26.7 (1.1)	19.5 (0.4)	11.0 (0.4)	43.5 (1.4)	37.6 (1.8)	6.6 (0.1)	30.0 (0.5)	26.0 (0.6)
1989	8.3 (0.2)	30.7 (0.8)	26.2 (0.9)	19.6 (0.4)	11.5 (0.4)	43.7 (1.3)	36.2 (1.5)	6.8 (0.1)	29.7 (0.4)	25.2 (0.5)
1990	8.8 (0.2)	31.9 (0.8)	28.1 (0.9)	20.6 (0.4)	12.3 (0.4)	44.8 (1.3)	38.4 (1.5)	7.0 (0.1)	31.0 (0.4)	26.9 (0.5)
1991	9.4 (0.2)	32.7 (0.8)	28.7 (0.9)	21.8 (0.4)	13.1 (0.4)	45.9 (1.3)	40.4 (1.5)	7.6 (0.1)	32.0 (0.4)	28.2 (0.5)
1992	9.6 (0.2)	33.4 (0.8)	29.6 (0.9)	22.3 (0.4)	13.2 (0.4)	46.6 (1.3)	40.0 (1.4)	7.7 (0.1)	32.9 (0.4)	28.4 (0.4)
1993	9.9 (0.2)	33.1 (0.8)	30.6 (0.9)	22.7 (0.4)	13.6 (0.4)	46.1 (1.3)	40.9 (1.4)	8.0 (0.1)	32.9 (0.4)	29.3 (0.4)
1994	9.4 (0.2)	30.6 (0.8)	30.7 (0.9)	21.8 (0.4)	12.5 (0.4)	43.8 (1.3)	41.5 (1.3)	7.5 (0.1)	29.6 (0.4)	30.2 (0.4)
1995	8.5 (0.2)	29.3 (0.8)	30.3 (0.9)	20.8 (0.4)	11.2 (0.4)	41.9 (1.3)	40.0 (1.4)	6.6 (0.1)	28.5 (0.4)	29.2 (0.4)
1996	8.6 (0.2)	28.4 (0.8)	29.4 (0.9)	20.5 (0.4)	11.1 (0.4)	39.9 (1.3)	40.3 (1.4)	6.6 (0.1)	27.6 (0.4)	28.5 (0.4)
1997	8.6 (0.2)	26.5 (0.8)	27.1 (0.8)	19.9 (0.4)	11.4 (0.4)	37.2 (1.3)	36.8 (1.3)	6.5 (0.1)	25.5 (0.4)	26.2 (0.4)
1998	8.2 (0.2)	26.1 (0.8)	25.6 (0.8)	18.9 (0.4)	10.6 (0.4)	36.7 (1.3)	34.4 (1.3)	6.3 (0.1)	24.7 (0.4)	24.3 (0.4)
1999	7.7 (0.2)	23.6 (0.7)	22.8 (0.7)	16.9 (0.4)	9.4 (0.4)	33.1 (1.2)	30.3 (1.2)	5.7 (0.1)	22.7 (0.4)	21.7 (0.4)
2000	7.5 (0.2)	22.1 (0.7)	21.2 (0.7)	16.2 (0.4)	9.4 (0.4)	30.9 (1.2)	28.0 (1.2)	5.5 (0.1)	20.8 (0.4)	20.1 (0.4)

— Data not available.

NOTE: Black category includes those of Hispanic origin. Hispanic category includes those of any race. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Poverty in the United States: 2000*, based on March Current Population Surveys, 1975–2000.

Supplemental Table 1.5a

Percent of infants born with low birthweight, by race/ethnicity: 2000

Race/ethnicity	Percent
Total	7.6
White, non-Hispanic	6.6
Black, non-Hispanic	13.1
Hispanic	6.4
Mexican American	6.0
Puerto Rican	9.3
Cuban	6.5
Central and South American	6.6
Other and unknown Hispanic	7.6

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

Supplemental Table 1.5b

Percent of children under age 18 with no health insurance, by race/ethnicity: 2000

Race/ethnicity	Percent
Total	12 (0.5)
White, non-Hispanic	7 (0.6)
Black	13 (1.0)
Hispanic	25 (1.1)

NOTE: Black category includes those of Hispanic origin. Standard errors are in parentheses.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

Supplemental Table 1.5c

Percent of children ages 19–35 months without the 4:3:1:3 combined series of vaccinations, by race/ethnicity: 2000

Race/ethnicity	Percent
Total	23 (0.9)
White, non-Hispanic	21 (1.0)
Black, non-Hispanic	28 (2.5)
Hispanic	25 (2.0)

NOTE: The 4:3:1:3 is a combined series of the four most commonly given vaccines, including: four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), three doses of polio vaccine, one dose of measles-containing vaccine (MCV), and three doses of *Haemophilus influenzae* type b (Hib) vaccine. Standard errors are in parentheses.

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics and National Immunization Program, National Immunization Survey, 2000.

Supplemental Table 1.6

Infant mortality rates, by race/ethnicity: 1983–99

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
1983	10.9	9.2	19.1	9.5	8.3	15.2
1984	10.4	8.7	18.1	9.3	8.9	13.4
1985	10.4	8.7	18.3	8.8	7.8	13.1
1986	10.1	8.4	18.0	8.4	7.8	13.9
1987	9.8	8.1	17.4	8.2	7.3	13.0
1988	9.6	8.0	18.1	8.3	6.8	12.7
1989	9.5	7.8	18.0	8.1	7.4	13.4
1990	8.9	7.2	16.9	7.5	6.6	13.1
1991	8.6	7.0	16.6	7.1	5.8	11.3
1995	7.6	6.3	14.7	6.3	5.3	9.0
1996	7.3	6.0	14.2	6.1	5.2	10.0
1997	7.2	6.0	13.7	6.0	5.0	8.7
1998	7.2	6.3	14.7	6.3	5.3	9.0
1999	7.0	5.8	14.1	5.7	4.8	9.3

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Linked Files of Live Births and Infant Deaths.

Supplemental Table 2.1a

Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by race/ethnicity: 1991 and 1999

	1991			1999		
Race/ethnicity	3-year-olds	4-year-olds	5-year-olds	3-year-olds	4-year-olds	5-year-olds
Total	42.6 (1.4)	61.7 (1.0)	89.8 (0.8)	45.9 (1.3)	70.1 (1.3)	93.4 (0.8)
White, non-Hispanic	44.8 (1.5)	61.4 (1.2)	89.5 (0.8)	46.7 (1.7)	69.3 (1.6)	92.9 (1.0)
Black, non-Hispanic	45.4 (4.2)	71.7 (3.6)	94.0 (1.6)	59.6 (3.9)	81.4 (3.5)	98.5 (0.7)
Hispanic	24.9 (3.2)	51.5 (3.8)	86.2 (2.3)	25.6 (3.1)	63.6 (3.0)	88.6 (2.7)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 2.1b

Percent of 3- to 5-year-olds enrolled in center-based programs or kindergarten, by poverty status and race/ethnicity: 1999

	3-year-olds		4-year-olds		5-year-olds	
Race/ethnicity	Poor	Nonpoor	Poor	Nonpoor	Poor	Nonpoor
Total	39.1 (3.2)	48.2 (1.5)	63.5 (3.6)	72.2 (1.4)	91.7 (2.0)	93.9 (0.7)
White, non-Hispanic	31.7 (5.3)	49.3 (1.9)	48.7 (6.7)	72.2 (1.6)	89.8 (4.0)	93.4 (0.9)
Black, non-Hispanic	59.7 (7.0)	59.6 (4.7)	83.9 (4.5)	79.3 (5.0)	99.2 (0.9)	98.1 (1.1)
Hispanic	26.6 (5.0)	24.7 (3.6)	60.5 (5.8)	66.1 (3.3)	84.8 (5.7)	91.3 (2.1)

NOTE: Children in families whose incomes are at or below the poverty threshold (as defined by the Bureau of the Census) are classifed as "poor;" children in families with incomes above the poverty threshold are classified as "nonpoor." Stardard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 2.2

Percent of 3- to 5-year-olds not yet enrolled in kindergarten who participated in various home literacy activities with a family member, by race/ethnicity: Selected years 1991 to 1999

Activity/year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Read to[1]				
1991	72 (0.6)	79 (0.7)	58 (2.1)	53 (2.0)
1993	78 (0.6)	83 (0.7)	65 (2.3)	62 (2.4)
1995	84 (0.6)	89 (0.7)	74 (2.0)	60 (2.0)
1996	83 (0.7)	88 (1.1)	72 (3.5)	61 (2.7)
1999	81 (0.7)	89 (0.7)	71 (2.7)	61 (2.1)
Told a story[2]				
1991	39 (0.7)	40 (0.8)	35 (2.0)	37 (2.0)
1993	43 (0.9)	44 (1.0)	39 (2.7)	38 (2.2)
1995	50 (0.9)	53 (1.1)	43 (2.3)	42 (2.0)
1996	55 (0.9)	60 (1.7)	42 (3.9)	47 (2.8)
1999	50 (1.1)	53 (1.2)	45 (2.7)	40 (2.3)
Visited a library[3]				
1991	35 (0.7)	40 (0.8)	25 (1.8)	23 (1.7)
1993	38 (1.0)	42 (1.3)	29 (2.6)	27 (1.6)
1995	39 (0.8)	43 (1.1)	33 (2.2)	27 (1.8)
1996	37 (0.9)	36 (1.7)	24 (3.4)	24 (2.4)
1999	36 (0.9)	39 (1.3)	35 (2.6)	25 (1.6)

[1] Refers to being read to at least three times in the past week.

[2] Refers to being told a story at least once in the past week.

[3] Refers to visiting a library at least once in the past month.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1991 (Early Childhood Education Component), 1993 (School Readiness Component), 1995 (Early Childhood Program Participation Component), 1996 (Parent and Family Involvement in Education Component), and 1999 (Parent Interview Component), restricted-use data.

Supplemental Table 2.3a

Percent of public school students enrolled in grades K-12 who were minorities, by race/ethnicity: 1972-2000

Year	Total minority	Black, non-Hispanic	Hispanic	Other
1972	22.2 (0.3)	14.8 (0.3)	6.0 (0.2)	1.4 (0.1)
1973	21.9 (0.3)	14.7 (0.3)	5.7 (0.2)	1.4 (0.1)
1974	23.2 (0.3)	15.4 (0.3)	6.3 (0.2)	1.5 (0.1)
1975	23.8 (0.3)	15.4 (0.3)	6.7 (0.2)	1.7 (0.1)
1976	23.8 (0.3)	15.5 (0.3)	6.5 (0.2)	1.7 (0.1)
1977	23.9 (0.3)	15.8 (0.3)	6.2 (0.2)	1.9 (0.1)
1978	24.5 (0.4)	16.0 (0.3)	6.5 (0.2)	2.1 (0.1)
1979	24.2 (0.6)	15.7 (0.5)	6.6 (0.4)	1.9 (0.2)
1980	27.2 (0.5)	16.2 (0.4)	8.6 (0.3)	2.4 (0.2)
1981	27.6 (0.4)	16.0 (0.3)	8.7 (0.3)	2.9 (0.1)
1982	28.1 (0.4)	16.0 (0.3)	8.9 (0.3)	3.2 (0.2)
1983	28.7 (0.4)	16.1 (0.3)	9.2 (0.3)	3.4 (0.2)
1984	28.3 (0.4)	16.1 (0.3)	8.5 (0.3)	3.6 (0.2)
1985	30.4 (0.4)	16.8 (0.3)	10.1 (0.3)	3.5 (0.2)
1986	30.9 (0.4)	16.6 (0.3)	10.8 (0.4)	3.6 (0.2)
1987	31.5 (0.4)	16.6 (0.3)	10.8 (0.4)	4.0 (0.2)
1988	31.7 (0.4)	16.5 (0.4)	11.0 (0.4)	4.2 (0.2)
1989	32.0 (0.4)	16.6 (0.4)	11.4 (0.4)	4.0 (0.2)
1990	32.4 (0.4)	16.5 (0.3)	11.7 (0.4)	4.2 (0.2)
1991	32.9 (0.4)	16.8 (0.3)	11.8 (0.4)	4.2 (0.2)
1992	33.3 (0.4)	16.9 (0.3)	12.1 (0.4)	4.3 (0.2)
1993	33.0 (0.4)	16.6 (0.3)	12.1 (0.4)	4.3 (0.2)
1994	34.2 (0.4)	16.7 (0.3)	13.7 (0.3)	3.8 (0.1)
1995	34.5 (0.4)	16.9 (0.3)	14.1 (0.3)	3.5 (0.1)
1996	36.3 (0.4)	16.6 (0.3)	14.5 (0.3)	5.3 (0.2)
1997	37.0 (0.4)	16.9 (0.3)	14.9 (0.3)	5.1 (0.2)
1998	37.6 (0.4)	17.2 (0.3)	15.4 (0.3)	5.1 (0.2)
1999	38.1 (0.4)	16.5 (0.3)	16.2 (0.3)	5.5 (0.2)
2000	38.7 (0.4)	16.6 (0.3)	16.6 (0.3)	5.4 (0.2)

NOTE: These data are from a sample survey of households and percents may differ slightly from surveys of all public schools. Detail may not add to totals due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972-2000.

Supplemental Table 2.3b

Percent of public school students enrolled in grades K-12 who were minorities, by region and race/ethnicity: 1972-2000

	Northeast				Midwest			
Year	Total minority	Black, non-Hispanic	Hispanic	Other	Total minority	Black, non-Hispanic	Hispanic	Other
1972	18.6 (0.6)	12.4 (0.5)	5.5 (0.4)	0.7 (0.1)	12.5 (0.5)	10.6 (0.5)	1.5 (0.2)	0.3 (0.1)
1973	18.7 (0.6)	12.5 (0.5)	5.5 (0.4)	0.7 (0.1)	12.3 (0.5)	10.6 (0.5)	1.2 (0.2)	0.5 (0.1)
1974	18.9 (0.6)	12.7 (0.5)	5.5 (0.4)	0.7 (0.1)	13.4 (0.5)	11.2 (0.5)	1.6 (0.2)	0.7 (0.1)
1975	20.0 (0.6)	13.3 (0.5)	6.1 (0.4)	0.7 (0.1)	13.8 (0.5)	11.7 (0.5)	1.6 (0.2)	0.5 (0.1)
1976	20.7 (0.6)	12.7 (0.5)	6.3 (0.5)	1.7 (0.2)	13.1 (0.5)	11.2 (0.5)	1.5 (0.2)	0.4 (0.1)
1977	19.6 (0.6)	12.6 (0.5)	5.8 (0.4)	1.3 (0.2)	14.3 (0.5)	11.8 (0.5)	1.7 (0.2)	0.8 (0.1)
1978	20.1 (0.6)	13.6 (0.6)	5.7 (0.8)	0.8 (0.1)	14.1 (0.6)	11.2 (0.5)	1.7 (0.2)	1.2 (0.2)
1979	21.5 (1.1)	15.0 (1.0)	6.0 (0.6)	0.5 (0.2)	13.2 (0.9)	10.3 (0.8)	1.8 (0.4)	1.1 (0.3)
1980	22.0 (0.9)	13.5 (0.7)	6.8 (0.5)	1.6 (0.3)	16.2 (0.8)	12.9 (0.7)	1.7 (0.3)	1.5 (0.3)
1981	23.5 (0.7)	13.3 (0.6)	8.2 (0.6)	2.0 (0.2)	15.6 (0.6)	12.1 (0.5)	1.9 (0.3)	1.6 (0.2)
1982	23.9 (0.8)	13.4 (0.6)	8.3 (0.6)	2.3 (0.3)	15.4 (0.6)	11.8 (0.6)	1.8 (0.3)	1.7 (0.2)
1983	23.7 (0.8)	13.8 (0.6)	7.9 (0.6)	2.0 (0.3)	16.4 (0.7)	12.5 (0.6)	2.1 (0.3)	1.8 (0.2)
1984	23.2 (0.8)	13.2 (0.6)	7.1 (0.7)	2.9 (0.3)	17.8 (0.7)	13.7 (0.6)	2.3 (0.3)	1.8 (0.2)
1985	25.9 (0.8)	13.4 (0.6)	10.4 (0.8)	2.1 (0.3)	20.3 (0.7)	14.7 (0.6)	3.2 (0.4)	2.3 (0.3)
1986	26.2 (0.8)	13.3 (0.6)	10.7 (0.7)	2.2 (0.3)	18.2 (0.7)	13.0 (0.6)	3.4 (0.4)	1.8 (0.2)
1987	25.8 (0.8)	13.1 (0.6)	9.5 (0.8)	3.3 (0.3)	19.3 (0.7)	13.8 (0.6)	3.1 (0.4)	2.4 (0.3)
1988	25.4 (0.9)	13.9 (0.7)	8.6 (0.9)	2.9 (0.3)	20.3 (0.8)	14.8 (0.7)	3.3 (0.5)	2.2 (0.3)
1989	26.2 (0.9)	14.1 (0.7)	9.1 (0.8)	3.0 (0.4)	19.5 (0.8)	13.8 (0.7)	3.4 (0.5)	2.2 (0.3)
1990	26.7 (0.9)	13.2 (0.7)	10.1 (0.8)	3.3 (0.4)	18.4 (0.7)	13.2 (0.6)	2.7 (0.4)	2.5 (0.3)
1991	27.1 (0.9)	14.0 (0.7)	9.9 (0.7)	3.2 (0.3)	18.4 (0.7)	13.0 (0.6)	2.9 (0.4)	2.5 (0.3)
1992	28.1 (0.9)	14.7 (0.7)	9.8 (0.7)	3.6 (0.4)	18.5 (0.7)	13.2 (0.6)	2.7 (0.4)	2.6 (0.3)
1993	27.8 (0.9)	15.2 (0.7)	8.8 (0.5)	3.8 (0.4)	19.2 (0.7)	13.4 (0.6)	3.6 (0.4)	2.2 (0.3)
1994	27.7 (0.7)	13.8 (0.6)	10.8 (0.6)	3.1 (0.3)	21.9 (0.6)	14.9 (0.6)	4.7 (0.4)	2.3 (0.2)
1995	29.3 (0.7)	14.7 (0.6)	11.6 (0.6)	2.9 (0.3)	20.7 (0.6)	13.9 (0.5)	4.5 (0.3)	2.3 (0.2)
1996	31.8 (0.8)	15.9 (0.6)	12.1 (0.6)	3.7 (0.3)	20.1 (0.6)	12.8 (0.5)	4.4 (0.4)	2.9 (0.3)
1997	32.3 (0.8)	16.1 (0.6)	12.3 (0.6)	3.8 (0.3)	20.7 (0.6)	13.3 (0.5)	4.5 (0.4)	2.9 (0.3)
1998	32.1 (0.8)	14.9 (0.6)	13.4 (0.6)	3.7 (0.3)	21.6 (0.7)	13.4 (0.5)	4.9 (0.4)	3.3 (0.3)
1999	31.8 (0.8)	14.1 (0.6)	13.0 (0.6)	4.7 (0.3)	24.0 (0.7)	14.1 (0.6)	5.9 (0.4)	4.0 (0.3)
2000	31.9 (0.8)	15.5 (0.6)	11.4 (0.6)	5.0 (0.4)	23.7 (0.7)	15.3 (0.6)	5.5 (0.4)	2.8 (0.3)

See footnotes at end of table.

Supplemental Table 2.3b—Continued

Percent of public school students enrolled in grades K-12 who were minorities, by region and race/ethnicity: 1972-2000—Continued

	South				West			
Year	Total minority	Black, non-Hispanic	Hispanic	Other	Total minority	Black, non-Hispanic	Hispanic	Other
1972	30.3 (0.7)	24.8 (0.6)	5.0 (0.4)	0.5 (0.1)	27.2 (0.8)	6.4 (0.5)	15.3 (0.8)	5.5 (0.4)
1973	30.4 (0.7)	24.8 (0.6)	5.0 (0.4)	0.6 (0.1)	25.9 (0.8)	6.2 (0.5)	14.4 (0.8)	5.2 (0.4)
1974	32.2 (0.7)	25.6 (0.6)	6.1 (0.4)	0.5 (0.1)	27.3 (0.8)	6.8 (0.5)	14.9 (0.8)	5.6 (0.4)
1975	32.6 (0.7)	25.2 (0.6)	6.6 (0.4)	0.7 (0.1)	28.0 (0.8)	7.0 (0.5)	14.8 (0.8)	6.3 (0.5)
1976	32.9 (0.7)	25.7 (0.6)	6.3 (0.4)	0.9 (0.1)	27.1 (0.9)	7.1 (0.5)	14.8 (0.8)	5.2 (0.4)
1977	32.5 (0.7)	26.3 (0.6)	5.5 (0.4)	0.6 (0.1)	27.8 (0.9)	6.7 (0.5)	14.8 (0.8)	6.3 (0.5)
1978	33.6 (0.7)	26.3 (0.6)	6.2 (0.4)	1.1 (0.2)	28.6 (0.9)	6.8 (0.5)	15.2 (0.9)	6.6 (0.5)
1979	31.4 (1.2)	24.6 (1.1)	6.0 (0.7)	0.8 (0.2)	30.0 (1.6)	7.8 (0.9)	15.7 (1.5)	6.6 (0.8)
1980	35.4 (0.9)	25.8 (0.8)	8.2 (0.6)	1.4 (0.2)	33.1 (1.2)	6.6 (0.6)	20.5 (1.2)	6.0 (0.6)
1981	35.9 (0.7)	25.9 (0.6)	8.5 (0.5)	1.4 (0.2)	33.5 (0.9)	6.8 (0.5)	18.5 (0.9)	8.1 (0.5)
1982	35.9 (0.7)	26.9 (0.7)	7.9 (0.5)	1.1 (0.2)	34.8 (1.0)	5.4 (0.5)	19.9 (1.0)	9.5 (0.6)
1983	36.1 (0.7)	26.0 (0.7)	8.6 (0.5)	1.5 (0.2)	36.1 (1.0)	5.5 (0.5)	20.4 (1.0)	10.3 (0.6)
1984	34.0 (0.7)	24.7 (0.7)	7.5 (0.5)	1.8 (0.2)	36.2 (1.0)	6.8 (0.5)	19.6 (1.0)	9.8 (0.6)
1985	36.6 (0.7)	25.9 (0.7)	8.8 (0.6)	2.0 (0.2)	35.9 (1.0)	6.4 (0.5)	20.6 (1.1)	8.9 (0.6)
1986	37.8 (0.7)	26.6 (0.7)	9.0 (0.6)	2.2 (0.2)	37.5 (1.0)	6.1 (0.5)	22.0 (1.1)	9.4 (0.6)
1987	38.1 (0.7)	26.3 (0.7)	9.6 (0.6)	2.2 (0.2)	39.7 (1.0)	7.1 (0.5)	22.9 (1.1)	9.7 (0.6)
1988	37.8 (0.8)	25.0 (0.7)	10.5 (0.7)	2.3 (0.2)	39.7 (1.0)	6.5 (0.5)	22.7 (1.3)	10.5 (0.7)
1989	38.3 (0.8)	26.1 (0.7)	9.9 (0.7)	2.4 (0.3)	40.6 (1.0)	6.1 (0.5)	24.9 (1.3)	9.6 (0.6)
1990	40.1 (0.8)	27.4 (0.7)	10.6 (0.6)	2.1 (0.2)	41.0 (1.0)	5.5 (0.5)	25.1 (1.1)	10.4 (0.6)
1991	40.5 (0.8)	27.7 (0.7)	10.3 (0.6)	2.5 (0.2)	41.0 (1.0)	5.8 (0.5)	25.5 (1.1)	9.7 (0.6)
1992	40.5 (0.8)	27.2 (0.7)	10.5 (0.6)	2.7 (0.3)	41.5 (1.0)	5.8 (0.5)	26.3 (1.1)	9.3 (0.6)
1993	39.9 (0.8)	26.4 (0.7)	10.7 (0.6)	2.8 (0.3)	41.3 (1.0)	6.1 (0.5)	25.9 (1.1)	9.3 (0.6)
1994	40.8 (0.6)	26.2 (0.6)	12.4 (0.4)	2.2 (0.2)	41.6 (0.8)	5.7 (0.4)	27.5 (0.8)	8.5 (0.5)
1995	41.0 (0.6)	27.0 (0.6)	12.1 (0.4)	1.8 (0.2)	43.0 (0.8)	5.5 (0.4)	29.6 (0.8)	7.9 (0.4)
1996	42.3 (0.7)	26.9 (0.6)	12.6 (0.5)	2.8 (0.2)	47.2 (0.8)	5.2 (0.4)	29.4 (0.8)	12.6 (0.5)
1997	43.0 (0.7)	27.0 (0.6)	13.4 (0.5)	2.6 (0.2)	47.9 (0.8)	6.5 (0.4)	29.4 (0.8)	12.1 (0.5)
1998	44.0 (0.7)	28.1 (0.6)	13.1 (0.5)	2.9 (0.2)	48.1 (0.8)	6.8 (0.4)	30.1 (0.8)	11.2 (0.5)
1999	44.7 (0.7)	26.9 (0.6)	14.8 (0.5)	3.0 (0.2)	47.3 (0.8)	5.7 (0.4)	30.6 (0.8)	11.0 (0.5)
2000	44.9 (0.7)	25.6 (0.6)	16.0 (0.5)	3.2 (0.2)	48.9 (0.8)	5.9 (0.4)	31.6 (0.8)	11.4 (0.5)

NOTE: The Northeast includes Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The Midwest includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The South includes Alabama, Arkansas, Delaware, the District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The West includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Detail may not add to totals due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002,* based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972-2000.

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Supplemental Table 2.3c

Percentage distribution of public elementary and secondary school students of each racial/ethnic group, by percent of that racial/ethnic group in the school: Fall 2000

Race/ethnicity	Total	Less than 10 percent	10–24 percent	25–49 percent	50–74 percent	75–89 percent	90 percent or more
White, non-Hispanic	100	1	2	8	20	26	44
Black, non-Hispanic	100	9	15	24	17	11	23
Hispanic	100	10	14	22	23	15	17
Asian/Pacific Islander	100	42	27	17	9	4	1
American Indian/Alaska Native	100	46	15	14	7	3	15

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000-01.

Supplemental Table 2.3d

Public elementary and secondary school enrollment, by race/ethnicity and urbanicity: Fall 2000

Urbanicity	Total	White, non-Hispanic	Total minority	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
Total[1]	46,120,425	28,146,613	17,973,812	7,854,032	7,649,728	1,924,875	545,177
Large city[2]	7,332,420	1,772,282	5,560,138	2,500,702	2,464,618	540,747	54,071
Mid-size city[3]	6,189,982	3,227,012	2,962,970	1,507,614	1,163,873	233,614	57,869
Urban fringe/ large city[4]	13,922,851	8,612,948	5,309,903	1,861,838	2,508,064	853,521	86,480
Urban fringe/ mid city[5]	4,259,824	3,177,768	1,082,056	492,248	467,398	90,510	31,900
Large town[6]	553,105	373,239	179,866	84,355	70,908	11,249	13,354
Small town[7]	4,353,132	3,230,913	1,122,219	593,738	396,608	38,374	93,499
Rural[8]	9,508,564	7,752,437	1,756,127	813,118	578,148	156,858	208,003

[1] Total includes those of unknown urbanicity.

[2] Central city of metropolitan statistical area (MSA) with population of 400,000 or more or population density of 6,000 or more persons per square mile.

[3] Central city of an MSA but not designated as a large central city.

[4] Place within the MSA of a large central city.

[5] Place within the MSA of a midsize central city.

[6] Place not within an MSA but with population of 25,000 or more and defined as urban.

[7] Place not within an MSA with population of at least 2,500, but less than 25,000.

[8] Place with population of less than 2,500.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000–01.

Supplemental Table 2.3e

Percentage distribution of public elementary and secondary school enrollment in the 10 states with the highest concentration of Hispanic students, by race/ethnicity: Fall 2000

District, by order of enrollment size	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
United States	100	61	17	16	4	1
Arizona	100	53	5	34	2	7
California	100	36	8	43	11	1
Colorado	100	68	6	22	3	1
Florida	100	53	25	19	2	0
Illinois	100	60	21	15	3	0
Nevada	100	57	10	26	6	2
New Jersey	100	60	18	15	6	0
New Mexico	100	35	2	50	1	11
New York	100	55	20	19	6	0
Texas	100	42	14	41	3	0

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000-01.

Supplemental Table 2.3f

Percentage distribution of enrollment in the 10 largest public school districts, by race/ethnicity: 2000

District, by order of enrollment size	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/Pacific Islander	American Indian/Alaska Native
United States	100	61	17	17	4	1
Total, 10 largest districts	100	19	31	41	9	0
New York City, NY	100	15	35	38	12	0
Los Angeles Unified, CA	100	10	13	71	6	0
City of Chicago, IL	100	10	52	35	3	0
Dade County, FL	100	11	31	56	1	0
Broward County, FL	100	41	36	19	3	0
Clark County, NV	100	50	14	29	7	1
Houston ISD, TX	100	10	32	55	3	0
Philadelphia City, PA	100	17	65	13	5	0
Hawaii Department of Education	100	20	2	5	72	0
Hillsborough County, FL	100	52	24	22	2	0

NOTE: Detail may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished data from Common Core of Data, 2000–01.

Supplemental Table 2.3g

Standard errors for the percentage distribution of 4th-grade public school students of each racial/ethnic group, by percentage of students in school eligible for free or reduced-price lunch: 2000

Race/ethnicity	0 percent	1–5 percent	6–10 percent	11–25 percent	26–50 percent	51–75 percent	76–99 percent	100 percent
Total	0.8	1.6	2.1	2.2	2.1	2.1	1.6	1.1
White, non-Hispanic	1.0	2.2	2.8	2.8	2.6	2.4	1.4	0.5
Black, non-Hispanic	0.6	0.8	1.1	1.4	2.7	3.8	4.1	1.7
Hispanic	1.3	1.2	1.6	1.7	2.2	2.8	3.0	4.2
Asian/Pacific Islander	1.9	9.1	4.4	3.1	3.5	3.8	7.7	0.9
American Indian/ Alaska Native	0.9	‡	0.4	3.0	5.7	7.5	4.2	5.8

‡ Reporting standards not met.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Reading Assessment.

Supplemental Table 2.4

Percent of children in grades K–8 who received various types of care before and after school, by race/ethnicity: 1999

Race/ethnicity	Received care from relative	Received care from nonrelative	Attended center-based program	Child cared for self	Parental care only
Total	19.4 (0.5)	7.5 (0.3)	18.5 (0.4)	11.6 (0.4)	51.8 (0.6)
White, non-Hispanic	16.5 (0.6)	7.8 (0.4)	16.5 (0.5)	11.7 (0.4)	54.6 (0.7)
Black, non-Hispanic	28.0 (1.4)	7.0 (0.8)	27.8 (1.6)	12.5 (1.1)	40.0 (1.8)
Hispanic	21.4 (1.0)	6.8 (0.7)	15.8 (0.9)	9.5 (0.7)	54.0 (1.3)

NOTE: Percentages for each racial/ethnic group may add to greater than 100.0 because more than one category could be indicated. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 2.5

Percent of 3- to 21-year-olds served under the Individuals with Disabilities Education Act (IDEA), by race/ethnicity: 1999–2000

Race/ethnicity	Number of children served under IDEA	Percentage distribution of children served under IDEA	Percent of children in each racial/ethnic group served under IDEA
Total	6,195,121	100.0	13.2
White, non-Hispanic	3,185,247	51.4	10.9
Black, non-Hispanic	1,196,474	19.3	14.9
Hispanic	820,956	13.3	11.3
Asian/Pacific Islander	111,274	1.8	5.9
American Indian/Alaska Native	76,467	1.2	14.1
Unknown	174,703	2.8	†

† Not applicable.

NOTE: Total number of children served under IDEA includes some children not included in the above racial/ethnic categories. Detail may not add to totals due to rounding.

SOURCE: U.S. Department of Education, Office of Special Education Programs (OSEP), *Data Tables for OSEP State Reported Data*, based on OSEP state data; and U.S. Department of Education, National Center for Education Statistics, Common Core of Data, 1999–2000.

Supplemental Table 3.1

Standard errors for the percent of 8th- and 12th-grade students who were absent from school, by number of days missed in the preceding month and race/ethnicity: 2000

	8th-grade students			12th-grade students		
Race/ethnicity	No absences	1–2 days	3 or more days	No absences	1–2 days	3 or more days
Total	0.7	0.7	0.6	0.9	0.6	0.8
White, non-Hispanic	0.9	0.9	0.7	1.1	0.8	1.0
Black, non-Hispanic	1.2	1.0	1.0	1.6	1.2	1.4
Hispanic	1.1	1.2	1.2	1.5	1.4	1.7
Asian/Pacific Islander	2.3	2.2	1.4	2.6	1.8	3.0
American Indian/Alaska Native	3.4	4.6	4.7	6.9	4.4	5.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment, unpublished data by Educational Testing Service.

Supplemental Table 3.2

Percent of elementary and secondary students who had ever repeated a grade or been suspended/expelled, by race/ethnicity: 1999

Race/ethnicity	Repeated grade (grades K–12)	Suspended or expelled (grades 7–12)
Total	11.2 (#)	18.7 (0.1)
White, non-Hispanic	9.3 (#)	14.6 (0.1)
Black, non-Hispanic	17.5 (0.1)	35.1 (0.2)
Hispanic	13.2 (0.1)	19.6 (0.2)
Asian/Pacific Islander	7.1 (0.2)	13.3 (0.4)
American Indian/Alaska Native	18.0 (0.7)	38.2 (0.9)

# Rounds to zero.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 3.3a

Percent of 16- to 24-year-olds who were high school dropouts, by race/ethnicity: 1972–2000

Year	Total minority	Black, non-Hispanic	Hispanic	Other
1972	14.6 (0.3)	12.3 (0.3)	21.3 (1.1)	34.3 (2.2)
1973	14.1 (0.3)	11.6 (0.3)	22.2 (1.1)	33.5 (2.2)
1974	14.3 (0.3)	11.9 (0.3)	21.2 (1.1)	33.0 (2.1)
1975	13.9 (0.3)	11.4 (0.3)	22.9 (1.1)	29.2 (2.0)
1976	14.1 (0.3)	12.0 (0.3)	20.5 (1.0)	31.4 (2.0)
1977	14.1 (0.3)	11.9 (0.3)	19.8 (1.0)	33.0 (2.0)
1978	14.2 (0.3)	11.9 (0.3)	20.2 (1.0)	33.3 (2.0)
1979	14.6 (0.3)	12.0 (0.3)	21.1 (1.0)	33.8 (2.0)
1980	14.1 (0.3)	11.4 (0.3)	19.1 (1.0)	35.2 (1.9)
1981	13.9 (0.3)	11.4 (0.3)	18.4 (0.9)	33.2 (1.8)
1982	13.9 (0.3)	11.4 (0.3)	18.4 (1.0)	31.7 (1.9)
1983	13.7 (0.3)	11.2 (0.3)	18.0 (1.0)	31.6 (1.9)
1984	13.1 (0.3)	11.0 (0.3)	15.5 (0.9)	29.8 (1.9)
1985	12.6 (0.3)	10.4 (0.3)	15.2 (0.9)	27.6 (1.9)
1986	12.2 (0.3)	9.7 (0.3)	14.2 (0.9)	30.1 (1.9)
1987	12.7 (0.3)	10.7 (0.3)	14.1 (0.9)	28.6 (1.8)
1988	12.9 (0.3)	9.6 (0.3)	14.5 (1.0)	35.8 (2.3)
1989	12.6 (0.3)	9.4 (0.3)	13.9 (1.0)	33.0 (2.2)
1990	12.1 (0.3)	9.0 (0.3)	13.2 (0.9)	32.4 (1.9)
1991	12.5 (0.3)	8.9 (0.3)	13.6 (1.0)	35.3 (1.9)
1992	11.0 (0.3)	7.7 (0.3)	13.7 (1.0)	29.4 (1.9)
1993	11.0 (0.3)	7.9 (0.3)	13.6 (0.9)	27.5 (1.8)
1994	11.5 (0.3)	7.7 (0.3)	12.6 (0.8)	30.0 (1.2)
1995	12.0 (0.3)	8.6 (0.3)	12.1 (0.7)	30.0 (1.2)
1996	11.1 (0.3)	7.3 (0.3)	13.0 (0.8)	29.4 (1.1)
1997	11.0 (0.3)	7.6 (0.3)	13.4 (0.8)	25.3 (1.1)
1998	11.8 (0.3)	7.7 (0.3)	13.8 (0.8)	29.5 (1.1)
1999	11.2 (0.3)	7.3 (0.3)	12.6 (0.8)	28.6 (1.1)
2000	10.9 (0.3)	6.9 (0.3)	13.1 (0.8)	27.8 (1.1)

NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. Another way of calculating dropout rates is the event dropout rate, the percentage of 15- to 24-year-olds who dropped out of grades 10–12 in the 12 months preceding the fall of each data collection year. Event dropout rates are not presented here. Standard errors are in parentheses.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1972–2000.

Supplemental Table 3.3b

Percent of 16- to 24-year-olds who were high school dropouts, by Hispanic origin and recency of immigration: 2000

Recency of immigration	Hispanic	Non-Hispanic
Born outside the United States	44.2 (1.8)	7.4 (0.9)
First generation[1]	14.6 (1.5)	4.6 (0.8)
Second generation or more[2]	15.9 (1.8)	8.2 (0.3)

[1] Individuals defined as "first generation" were born in the United States with at least one parent born outside the United States.

[2] Individuals defined as "second generation or more" were born in the United States, as were both their parents.

NOTE: The data presented here represent status dropout rates, which is the percentage of 16- to 24-year-olds who are out of school and who have not earned a high school credential. Standard errors are in parentheses.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000*, based on U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 2000.

Supplemental Table 3.4

High school completion rates for 18- to 24-year-olds not currently enrolled in high school, by race/ethnicity: 1972–2000

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
1972	82.8 (0.3)	86.0 (0.3)	72.1 (1.2)	56.2 (1.8)
1973	83.7 (0.3)	87.0 (0.3)	71.6 (1.2)	58.7 (1.8)
1974	83.6 (0.3)	86.7 (0.3)	73.0 (1.2)	60.1 (1.7)
1975	83.8 (0.3)	87.2 (0.3)	70.2 (1.2)	62.2 (1.7)
1976	83.5 (0.3)	86.4 (0.3)	73.5 (1.1)	60.3 (1.7)
1977	83.6 (0.3)	86.7 (0.3)	73.9 (1.1)	58.6 (1.7)
1978	83.6 (0.3)	86.9 (0.3)	73.4 (1.1)	58.8 (1.6)
1979	83.1 (0.3)	86.6 (0.3)	72.6 (1.1)	58.5 (1.6)
1980	83.9 (0.3)	87.5 (0.3)	75.2 (1.1)	57.1 (1.5)
1981	83.8 (0.3)	87.1 (0.3)	76.7 (1.0)	59.1 (1.5)
1982	83.8 (0.3)	87.0 (0.3)	76.4 (1.1)	60.9 (1.6)
1983	83.9 (0.3)	87.4 (0.3)	80.6 (1.1)	59.4 (1.6)
1984	84.7 (0.3)	87.5 (0.3)	81.0 (1.0)	63.7 (1.5)
1985	85.4 (0.3)	88.2 (0.3)	81.8 (1.0)	66.6 (1.6)
1986	85.5 (0.3)	88.8 (0.3)	81.9 (1.0)	63.5 (1.5)
1987	84.7 (0.3)	87.7 (0.3)	80.9 (1.0)	65.1 (1.5)
1988	84.5 (0.4)	88.7 (0.4)	81.9 (1.1)	58.2 (1.8)
1989	84.7 (0.4)	89.0 (0.4)	81.9 (1.1)	59.4 (1.7)
1990	85.6 (0.3)	89.6 (0.3)	83.2 (1.0)	59.1 (1.5)
1991	84.9 (0.3)	89.4 (0.4)	82.5 (1.1)	56.5 (1.5)
1992	86.4 (0.3)	90.7 (0.3)	82.0 (1.1)	62.1 (1.5)
1993	86.2 (0.3)	90.1 (0.4)	81.9 (1.1)	64.4 (1.5)
1994	85.8 (0.3)	90.7 (0.3)	83.3 (1.0)	61.8 (1.4)
1995	85.3 (0.4)	89.8 (0.4)	84.5 (1.0)	62.8 (1.4)
1996	86.2 (0.4)	91.5 (0.3)	83.0 (1.1)	61.9 (1.5)
1997	85.9 (0.4)	90.5 (0.4)	82.0 (1.1)	66.7 (1.4)
1998	84.8 (0.4)	90.2 (0.4)	81.4 (1.1)	62.8 (1.4)
1999	85.9 (0.3)	91.2 (0.3)	83.5 (1.0)	63.4 (1.4)
2000	86.5 (0.3)	91.8 (0.3)	83.7 (1.0)	64.1 (1.4)

NOTE: Standard errors are in parentheses.

SOURCE: P. Kaufman, M.N. Alt, and C.D. Chapman, *Dropout Rates in the United States: 2000,* based on U.S. Department of Commerce, Bureau of the Census, Current Population Surveys, 1972–2000.

Supplemental Table 4.1

Percent of first-time kindergartners whose teachers reported that they persist at tasks, are eager to learn, and pay attention "often" or "very often," by race/ethnicity: Fall 1998

Race/ethnicity	Persist at tasks	Eager to learn	Pay attention
Total	71 (0.6)	75 (0.5)	66 (0.6)
White, non-Hispanic	75 (0.7)	78 (0.7)	70 (0.7)
Black, non-Hispanic	62 (1.4)	66 (1.3)	55 (1.4)
Hispanic	67 (1.9)	70 (1.9)	62 (2.3)
Asian/Pacific Islander	81 (1.2)	80 (1.0)	71 (0.9)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, Fall 1998.

Supplemental Table 4.2a

Standard errors for average NAEP reading scale scores, by age and race/ethnicity: Selected years 1975 to 1999

Age and race/ethnicity	1975	1980	1984	1988	1990	1992	1994	1996	1999
Age 9									
Total	0.7	1.0	0.7	1.1	1.2	0.9	1.2	1.0	1.3
White, non-Hispanic	0.7	0.8	0.8	1.4	1.3	1.0	1.3	1.2	1.6
Black, non-Hispanic	1.2	1.8	1.1	2.4	2.9	2.2	2.3	2.6	2.3
Hispanic	2.2	2.3	2.1	3.5	2.3	3.1	3.9	3.4	2.7
Age 13									
Total	0.8	0.9	0.5	1.0	0.8	1.2	0.9	1.0	1.0
White, non-Hispanic	0.7	0.7	0.6	1.1	0.9	1.2	1.1	1.0	1.2
Black, non-Hispanic	1.2	1.5	1.0	2.4	2.2	2.3	2.4	2.6	2.4
Hispanic	3.0	2.0	1.7	3.5	2.3	3.5	1.9	2.9	2.9
Age 17									
Total	0.8	1.2	0.6	1.0	1.1	1.1	1.3	1.1	1.3
White, non-Hispanic	0.6	0.9	0.7	1.2	1.2	1.4	1.5	1.2	1.4
Black, non-Hispanic	2.0	1.8	1.0	2.4	2.3	2.1	3.9	2.7	1.7
Hispanic	3.6	2.7	2.2	4.3	3.6	3.7	4.9	4.1	3.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.2b

Differences between White, non-Hispanic and Hispanic students' average NAEP reading scale scores (White, non-Hispanic minus Hispanic), by age: Selected years 1975 to 1999

Age	1975	1980	1984	1988	1990	1992	1994	1996	1999
Age 9	33.8 (2.4)	31.1 (2.4)	30.4 (2.3)	24.0 (3.8)	27.5 (2.6)	26.2 (3.2)	32.1 (4.1)	24.8 (3.6)	27.9 (3.2)
Age 13	29.6 (3.1)	27.2 (2.1)	22.9 (1.8)	21.2 (3.6)	24.5 (2.5)	27.2 (3.7)	29.9 (2.2)	27.6 (3.1)	22.9 (3.1)
Age 17	40.5 (3.6)*	31.4 (2.9)	27.3 (2.4)	23.9 (4.4)	21.8 (3.8)	26.2 (3.9)	32.6 (5.2)	29.7 (4.2)	23.9 (4.2)

* Statistically significantly different from 1999.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.2c

Average 12th-grade NAEP reading scale scores, by highest educational achievement level of either parent and race/ethnicity: 1998

Race/ethnicity	Total	Did not finish high school	Graduated high school	Some education after high school	Graduated college
Total	291 (0.7)	268 (1.7)	280 (1.1)	292 (1.0)	301 (0.7)
White, non-Hispanic	298 (0.7)	280 (2.9)	285 (1.3)	297 (1.0)	306 (0.8)
Black, non-Hispanic	270 (1.7)	250 (4.3)	263 (2.7)	276 (2.0)	276 (2.2)
Hispanic	275 (1.5)	264 (2.3)	274 (2.1)	287 (1.8)	285 (3.0)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998 Reading Assessment.

Supplemental Table 4.3a

Standard errors for average NAEP mathematics scale scores, by age and race/ethnicity: Selected years 1973 to 1999

Age and race/ethnicity	1973	1978	1982	1986	1990	1992	1994	1996	1999
Age 9									
Total	0.8	0.8	1.1	1.0	0.8	0.8	0.8	0.8	0.8
White, non-Hispanic	1.0	0.9	1.1	1.1	0.8	0.8	1.0	1.0	0.9
Black, non-Hispanic	1.8	1.1	1.6	1.6	2.2	2.0	1.6	1.4	1.6
Hispanic	2.4	2.2	1.3	2.1	2.1	2.3	2.3	1.7	1.9
Age 13									
Total	1.1	1.1	1.1	1.2	0.9	0.9	1.0	0.8	0.8
White, non-Hispanic	0.9	0.8	1.0	1.3	1.1	0.9	0.9	0.9	0.8
Black, non-Hispanic	1.9	1.9	1.6	2.3	2.3	1.9	3.5	1.3	2.6
Hispanic	2.2	2.0	1.7	2.9	1.8	1.8	1.9	1.6	1.7
Age 17									
Total	1.1	1.0	0.9	0.9	0.9	0.9	1.0	1.2	1.0
White, non-Hispanic	1.1	0.9	0.9	1.0	1.0	0.8	1.1	1.4	1.1
Black, non-Hispanic	1.3	1.3	1.2	2.1	2.8	2.2	1.8	1.7	1.5
Hispanic	2.2	2.3	1.8	2.9	2.9	2.6	3.7	2.1	2.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.3b

Differences between White, non-Hispanic and Hispanic students' average NAEP mathematics scale scores (White, non-Hispanic minus Hispanic), by age: Selected years 1973 to 1999

Age	1973	1978	1982	1986	1990	1992	1994	1996	1999
Age 9	23.0 (2.6)	21.2 (2.4)	20.0 (1.7)*	21.5 (2.3)	21.4 (2.3)	23.2 (2.5)	26.9 (2.5)	22.3 (2.0)	25.8 (2.1)
Age 13	35.0 (2.4)*	33.6 (2.1)*	22.0 (1.9)	19.3 (3.2)	21.8 (2.1)	19.6 (2.0)	24.8 (2.1)	25.5 (1.9)	24.0 (1.9)
Age 17	33.0 (2.5)*	29.6 (2.4)	27.0 (2.0)	24.4 (3.0)	26.0 (3.1)	19.7 (2.8)	21.5 (3.9)	21.4 (2.5)	22.1 (2.7)

* Statistically significantly different from 1999.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.3c

Average 12th-grade NAEP mathematics scale scores, by highest educational achievement level of either parent and race/ethnicity: 2000

Race/ethnicity	Total	Did not finish high school	Graduated high school	Some education after high school	Graduated college
Total	301 (0.9)	278 (1.9)	288 (1.2)	300 (1.2)	313 (1.1)
White, non-Hispanic	308 (1.0)	281 (3.6)	294 (1.5)	307 (1.1)	317 (1.2)
Black, non-Hispanic	274 (1.9)	265 (2.8)	266 (2.2)	276 (2.5)	282 (2.5)
Hispanic	283 (2.1)	276 (3.0)	278 (2.6)	289 (3.2)	293 (2.5)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Mathematics Assessment.

Supplemental Table 4.4a

Standard errors for average NAEP science scale scores, by age and race/ethnicity: Selected years 1977 to 1999

Age and race/ethnicity	1977	1982	1986	1990	1992	1994	1996	1999
Age 9								
Total	1.2	1.8	1.2	0.8	1.0	1.2	1.2	0.9
White, non-Hispanic	0.9	1.9	1.2	0.8	1.0	1.3	1.4	0.9
Black, non-Hispanic	1.8	3.0	1.9	2.0	2.7	1.7	3.0	2.5
Hispanic	2.7	4.2	3.1	2.2	2.8	2.7	2.8	2.2
Age 13								
Total	1.1	1.3	1.4	0.9	0.8	1.0	1.0	0.7
White, non-Hispanic	0.8	1.1	1.4	0.9	1.0	1.0	1.1	0.8
Black, non-Hispanic	2.4	1.3	2.5	3.1	2.7	4.2	2.1	2.4
Hispanic	1.9	3.9	3.1	2.6	2.6	2.4	2.5	1.9
Age 17								
Total	1.0	1.2	1.4	1.1	1.3	1.6	1.2	1.3
White, non-Hispanic	0.7	1.0	1.7	1.1	1.3	1.5	1.2	1.3
Black, non-Hispanic	1.5	1.7	2.9	4.5	3.2	3.1	2.4	2.9
Hispanic	2.2	2.3	3.8	4.4	5.6	6.7	3.3	4.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.4b

Differences between White, non-Hispanic and Hispanic students' average NAEP science scale scores (White, non-Hispanic minus Hispanic), by age: Selected years 1977 to 1999

Age	1977	1982	1986	1990	1992	1994	1996	1999
Age 9	37.7 (2.8)	40.1 (4.6)	32.5 (3.3)	31.2 (2.4)	34.4 (3.0)	39.4 (3.0)	31.9 (3.1)	33.5 (2.4)
Age 13	42.7 (2.1)	31.8 (4.0)	33.1 (3.4)	32.5 (2.7)	29.5 (2.8)*	34.4 (2.6)	33.7 (2.8)	38.6 (2.0)
Age 17	35.4 (2.3)	44.4 (2.5)*	38.2 (4.1)	39.5 (4.5)	34.1 (5.8)	44.6 (6.9)	37.5 (3.5)	30.2 (4.4)

* Statistically significantly different from 1999.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 1999, Trends in Academic Progress: Three Decades of Student Performance*, based on 1999 Long-Term Trend Assessment.

Supplemental Table 4.4c

Average 12th-grade NAEP science scale scores, by highest educational achievement level of either parent and race/ethnicity: 2000

Race/ethnicity	Total	Did not finish high school	Graduated high school	Some education after high school	Graduated college
Total	147 (1.0)	126 (1.9)	135 (1.3)	146 (1.1)	157 (1.1)
White, non-Hispanic	154 (1.2)	131 (3.4)	141 (1.7)	152 (1.4)	162 (1.2)
Black, non-Hispanic	123 (1.4)	113 (4.3)	116 (2.2)	126 (1.5)	128 (1.8)
Hispanic	128 (1.9)	122 (2.2)	122 (2.4)	134 (2.2)	138 (2.8)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2000 Science Assessment.

Supplemental Table 4.5

Standard errors for the average number of total, academic, and vocational credits earned by high school graduates, by race/ethnicity: Selected years 1982 to 1998

Race/ethnicity	1982	1987	1990	1994	1998
Total credits earned					
Total	0.1	0.2	0.1	0.1	0.2
White, non-Hispanic	0.1	0.2	0.1	0.2	0.2
Black, non-Hispanic	0.2	0.3	0.2	0.1	0.3
Hispanic	0.1	0.2	0.2	0.1	0.3
Total academic credits earned					
Total	0.1	0.2	0.1	0.1	0.1
White, non-Hispanic	0.1	0.2	0.1	0.1	0.1
Black, non-Hispanic	0.2	0.3	0.2	0.1	0.2
Hispanic	0.1	0.2	0.2	0.1	0.2
Total vocational credits earned					
Total	0.1	0.1	0.1	0.1	0.1
White, non-Hispanic	0.1	0.1	0.1	0.1	0.1
Black, non-Hispanic	0.1	0.1	0.2	0.1	0.1
Hispanic	0.1	0.2	0.2	0.1	0.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000* and unpublished data, based on High School and Beyond Longitudinal Study of 1980 Sophomores, "First Follow-up" (HS&B:1980/1982); National Education Longitudinal Study of 1988, "High School Transcript Study" (NELS:1988/1992); and National Assessment of Educational Progress (NAEP) High School Transcript Studies, 1987, 1990, 1994, and 1998.

Supplemental Table 4.6a

Standard errors for the percentage distribution of high school graduates, by highest levels of mathematics courses completed and race/ethnicity: 1998

Race/ethnicity	No mathematics[1]	Non-academic[2]	Low academic[3]	Middle academic[4]	Advanced academic[5]
Total	0.1	0.4	0.4	1.3	1.4
White, non-Hispanic	0.2	0.3	0.4	1.5	1.6
Black, non-Hispanic	0.2	0.8	0.9	2.1	2.1
Hispanic	0.2	1.2	1.0	2.1	2.1
Asian/Pacific Islander	0.1	0.7	0.6	2.1	2.7
American Indian/Alaska Native	0.7	2.3	1.7	3.9	4.0

[1] Students in this category may have taken some mathematics courses, but these courses are not defined as mathematics courses according to the classification used in this analysis.

[2] Students who took general mathematics or basic skills mathematics courses.

[3] Students who took algebra taught over the course of 2 years, pre-algebra, or informal geometry.

[4] Students who took algebra I or unified mathematics I and took 3 full-year courses of mathematics (e.g., algebra I, algebra II, and geometry).

[5] Students who took precalculus, calculus, or other courses labeled as "advanced" such as trigonometry.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

Supplemental Table 4.6b

Standard errors for the percentage distribution of high school graduates, by highest levels of science courses completed and race/ethnicity: 1998

Race/ethnicity	No science*	Primary physical science	Secondary physical science and basic biology	General biology	Chemistry I or physics I	Chemistry I and physics I	Chemistry II or physics II or advanced biology
Total	0.1	0.5	0.7	1.1	1.3	1.1	1.3
White, non-Hispanic	0.1	0.6	0.6	1.3	1.4	1.2	1.5
Black, non-Hispanic	0.2	0.4	1.4	2.0	1.7	1.6	1.4
Hispanic	0.2	1.7	1.9	1.6	2.8	1.6	1.4
Asian/Pacific Islander	#	1.0	1.0	1.3	2.8	3.8	2.2
American Indian/ Alaska Native	#	1.4	2.2	5.0	3.6	3.9	1.6

* Students in this category may have taken some science courses, but these courses are not defined as science courses according to the classification used in this analysis.

# Rounds to zero.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Five in the *Condition of Education, 2002.*

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2002*, based on 1998 High School Transcript Study.

Supplemental Table 4.6c

Standard errors for the percentage distribution of high school graduates, by highest levels of English courses completed and race/ethnicity: 1998

Race/ethnicity	No English[1]	Low academic[2]	Regular English courses[3]	Advanced academic[4]
Total	0.1	1.5	1.7	1.3
White, non-Hispanic	0.1	1.6	1.8	1.6
Black, non-Hispanic	0.3	2.0	2.8	2.2
Hispanic	0.4	3.2	3.2	1.7
Asian/Pacific Islander	0.2	2.5	6.4	4.3
American Indian/Alaska Native	0.3	3.6	4.9	3.0

[1] Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

[2] Low academic level courses include all general English courses classified as "below grade level." Students may have taken a general English course classified as "honors" and be included in the low academic level if the percentage of "below grade level" courses completed was greater than the percentage of "honors" courses completed.

[3] Indicates no low or honors courses.

[4] Includes students who completed a general English course classified as "below grade level" if they completed a greater percentage of "honors" courses than "below grade level" courses.

NOTE: Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

Supplemental Table 4.6d

Standard errors for the percentage distribution of high school graduates, by highest levels of foreign language courses completed and race/ethnicity: 1998

		Low academic		Advanced academic		
Race/ethnicity	None	Year 1 or less	Year 2	Year 3	Year 4	AP
Total	0.9	1.0	1.3	1.0	0.6	0.5
White, non-Hispanic	0.9	1.1	1.4	1.2	0.8	0.6
Black, non-Hispanic	1.9	1.7	2.1	1.7	0.8	0.5
Hispanic	2.5	2.9	2.5	2.0	0.7	1.0
Asian/Pacific Islander	5.8	1.8	2.8	1.7	1.0	1.4
American Indian/ Alaska Native	5.1	3.2	3.3	2.9	2.0	0.1

NOTE: These figures include only students who studied French, German, Latin, or Spanish, as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language. Students classified at any particular level need not have taken courses at a lower level and may have taken more than one course at that level. For more detailed descriptions of these categories, please see Supplemental Note Six in the *Condition of Education, 2001*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on 1998 High School Transcript Study.

Supplemental Table 4.7

Number of students who took Advanced Placement (AP) examinations (per 1,000 12th-graders), by race/ethnicity: 1984–2000

Year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
1984	50.2 (1.2)	47.9 (1.3)	8.5 (0.6)	24.3 (2.5)
1985	59.4 (1.4)	59.8 (1.7)	10.7 (0.8)	21.1 (1.9)
1986	63.5 (1.5)	62.3 (1.7)	11.5 (0.8)	27.2 (2.6)
1987	66.2 (1.4)	62.9 (1.6)	13.3 (0.8)	29.8 (2.7)
1988	80.7 (2.0)	81.9 (2.3)	21.4 (1.7)	48.0 (5.7)
1989	87.9 (2.2)	91.5 (2.7)	20.4 (1.4)	53.8 (6.1)
1990	99.6 (2.5)	102.6 (3.1)	26.5 (2.0)	54.2 (4.8)
1991	103.4 (2.6)	106.7 (3.6)	25.3 (2.0)	67.4 (7.1)
1992	109.3 (2.7)	111.7 (3.3)	26.3 (1.8)	67.9 (5.9)
1993	117.1 (2.8)	115.0 (3.3)	31.2 (2.2)	80.0 (7.2)
1994	114.9 (2.4)	116.2 (3.0)	32.4 (1.8)	62.7 (3.2)
1995	125.4 (2.7)	125.1 (3.3)	36.7 (2.1)	75.4 (4.0)
1996	130.5 (2.9)	133.4 (3.7)	32.4 (1.8)	73.5 (3.8)
1997	131.5 (2.8)	132.2 (3.4)	36.6 (2.1)	84.5 (4.5)
1998	148.3 (3.3)	149.0 (4.0)	38.1 (2.1)	105.6 (6.1)
1999	152.3 (3.2)	155.2 (4.1)	46.3 (2.7)	94.2 (4.6)
2000	173.4 (3.8)	184.7 (5.0)	53.4 (3.0)	111.3 (5.4)

NOTE: The number of 11th- and 12th-grade AP test-takers is used as the numerator and the number of students enrolled in the 12th grade are used as the denominator to calculate the ratios presented here. The number of 12th-graders is used as the denominator because this indicator approximates the proportion of each cohort of students for 1984 through 2000. A true measure would use the sum of 12th-grade AP test-takers for a given year and the 11th-grade AP test-takers for the preceding year as the numerator. However, breakdowns of the data by test-takers' grade are not available for all these years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Indicator of the Month (October 1999): Students Who Took Advanced Placement (AP) Examinations* and unpublished data, based on College Entrance Examination Board, Advanced Placement Program, National Summary Reports, 1984–2000, and U.S. Department of Commerce, Bureau of the Census, October Current Population Surveys, 1984–2000.

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Supplemental Table 5.1

Percentage distribution of kindergartners, by number of risk factors and race/ethnicity: Fall 1998

Race/ethnicity	Number of risk factors 0	1	2 or more
White, non-Hispanic	71 (1.0)	23 (0.7)	6 (0.5)
Black, non-Hispanic	28 (1.5)	44 (1.3)	27 (1.1)
Hispanic	28 (1.0)	38 (1.2)	33 (1.2)
Asian/Pacific Islander	39 (2.5)	44 (2.1)	17 (2.0)

NOTE: These risk factors include: having a mother who has less than a high school education, living in a family on welfare or receiving food stamps, living in a single-parent family, and having parents whose primary language is a language other than English. Estimates are based on first-time kindergartners. Detail may not add to 100 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000,* based on Early Childhood Longitudinal Study, Kindergarten Class of 1998–99, Fall 1998.

Supplemental Table 5.2

Percent of 6- to 18-year-olds, by mothers' highest education level and race/ethnicity: Selected years 1974 to 1999

Mother's highest education level and child's race/ethnicity	1974	1979	1984	1989	1994	1999
High school education or higher						
Total	66.5 (0.4)	71.6 (0.4)	76.5 (0.4)	80.6 (0.4)	84.9 (0.4)	84.6 (0.4)
White, non-Hispanic	72.9 (0.4)	77.9 (0.4)	83.2 (0.4)	88.0 (0.4)	90.5 (0.4)	93.0 (0.3)
Black, non-Hispanic	42.5 (1.5)	53.5 (1.5)	65.2 (1.6)	73.6 (1.5)	80.1 (1.5)	80.5 (1.3)
Hispanic	38.1 (1.8)	39.6 (1.9)	39.6 (1.9)	44.1 (2.2)	48.2 (2.5)	50.8 (1.7)
Bachelor's degree or higher						
Total	8.2 (0.2)	10.1 (0.3)	12.9 (0.3)	15.7 (0.4)	18.8 (0.5)	21.9 (0.4)
White, non-Hispanic	9.3 (0.3)	11.4 (0.3)	14.6 (0.4)	17.9 (0.5)	21.6 (0.5)	26.4 (0.6)
Black, non-Hispanic	3.6 (0.6)	4.9 (0.7)	7.0 (0.8)	9.4 (1.0)	10.1 (1.1)	13.9 (1.1)
Hispanic	3.5 (0.7)	4.1 (0.8)	3.7 (0.7)	5.2 (1.0)	5.7 (1.2)	7.4 (0.9)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001,* based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Supplemental Table 5.3a

Percentage distribution of Hispanic students in grades K-12, by language spoken at home and grade: 1999

Grade	Total	Spoke mostly English at home	Spoke mostly Spanish at home	Spoke English and Spanish equally at home	Spoke English and other language equally/spoke other language only
Total	100.0	57.2 (1.1)	25.1 (1.0)	17.0 (0.9)	0.7 (0.2)
K-5	100.0	54.8 (1.3)	28.2 (1.3)	16.2 (1.2)	0.8 (0.3)
6-8	100.0	58.2 (2.5)	20.6 (1.7)	20.1 (2.1)	1.0 (0.4)
9-12	100.0	61.5 (1.9)	22.4 (1.8)	15.9 (1.5)	0.2 (0.1)

NOTE: Detail may not add to 100.0 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000,* based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 5.3b

Percent of Hispanic students in grades K-12 who spoke mostly English or Spanish at home, by mother's place of birth: 1999

		Mother's place of birth		
Language spoken at home	Total	Total	In the United States	Outside the United States
Mostly English	57.2 (1.1)	100.0 (†)	73.8 (1.3)	26.2 (1.5)
English and Spanish equally	17.0 (0.9)	100.0 (†)	15.8 (0.9)	84.2 (1.6)
Mostly Spanish	25.1 (1.0)	100.0 (†)	8.3 (0.8)	91.7 (1.6)

† Not applicable.

NOTE: Information was not available for students who did not live with their mothers. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000,* based on National Household Education Survey (NHES), 1999 (Parent Interview Component).

Supplemental Table 5.4

Percent of students in grades K-12 whose parents reported involvement in their child's school, by selected school activities and race/ethnicity: 1999

Race/ethnicity	Attended general meeting	Attended scheduled meeting with teacher	Attended school event	Acted as a volunteer or served on a committee	Indicated involvement in any of the four activities
Total	78.3 (0.5)	72.8 (0.5)	65.4 (0.4)	36.8 (0.4)	91.5 (0.3)
White, non-Hispanic	80.5 (0.5)	73.6 (0.5)	71.6 (0.5)	42.7 (0.5)	93.8 (0.3)
Black, non-Hispanic	74.6 (1.1)	71.1 (1.2)	53.8 (1.3)	26.2 (1.2)	87.0 (1.0)
Hispanic	73.1 (1.2)	71.0 (1.0)	51.4 (1.0)	24.5 (0.9)	86.8 (0.9)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Surveys Program (NHES), 1999 (Parent Interview Component).

Supplemental Table 5.5a

Percentage distribution of students in grades 3-12 who attended a chosen or assigned school, by race/ethnicity: 1993 and 1999

	1993			1999		
	Public			Public		
Race/ethnicity	Assigned	Chosen	Private	Assigned	Chosen	Private
Total	80.3 (0.4)	10.9 (0.4)	8.8 (0.3)	76.5 (0.5)	14.2 (0.4)	9.3 (0.3)
White, non-Hispanic	81.4 (0.6)	8.5 (0.5)	10.2 (0.4)	77.7 (0.5)	11.1 (0.4)	11.2 (0.4)
Black, non-Hispanic	77.4 (1.1)	18.9 (1.0)	3.7 (0.4)	72.0 (1.4)	22.5 (1.4)	5.6 (0.5)
Hispanic	79.7 (1.2)	13.6 (1.1)	6.7 (0.6)	77.3 (1.1)	18.2 (1.1)	4.5 (0.5)

NOTE: Detail may not add to 100.0 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Surveys Program (NHES), 1999 (Parent Interview Component).

Supplemental Table 5.5b

Percent of students in grades 3-12 with parents who were "very satisfied" with selected aspects of their child's school, by control/aspect of school and race/ethnicity: 1999

Control of school/ aspect of school	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Public-assigned				
School	48.1 (0.7)	48.0 (0.8)	44.1 (1.8)	54.6 (1.3)
Teacher	53.6 (0.6)	53.2 (0.7)	49.8 (1.7)	60.7 (1.4)
Academic standards	52.7 (0.8)	52.1 (0.9)	51.0 (1.8)	58.8 (1.5)
Discipline	54.0 (0.8)	53.1 (0.9)	52.2 (1.8)	61.0 (1.5)
Public-chosen				
School	61.6 (1.0)	62.0 (1.7)	60.4 (2.7)	65.8 (2.9)
Teacher	62.1 (1.0)	62.3 (1.8)	63.2 (2.8)	64.3 (2.8)
Academic standards	63.4 (1.3)	63.1 (1.8)	64.1 (3.0)	67.8 (2.8)
Discipline	63.4 (1.3)	62.7 (1.8)	63.1 (3.0)	67.5 (2.8)
Private				
School	78.7 (1.4)	81.4 (1.5)	64.3 (5.2)	78.4 (3.8)
Teacher	75.5 (1.5)	77.8 (1.7)	63.9 (5.2)	75.6 (3.9)
Academic standards	80.8 (1.4)	81.9 (1.6)	77.8 (3.5)	79.2 (3.7)
Discipline	85.3 (1.4)	87.3 (1.6)	69.7 (3.5)	85.0 (3.7)

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys (NHES), 1999 (Parent Interview Component).

Supplemental Table 6.1

Percent of students in grades 6-12 who participated in selected civic awareness activities almost daily, by race/ethnicity: 1999

Race/ethnicity	Any activities	Read national news stories	Watch/listen to national news	Discuss national news with parents
Total	49.0 (0.6)	11.6 (0.4)	42.0 (0.6)	7.1 (0.3)
White, non-Hispanic	47.0 (0.7)	11.9 (0.5)	39.7 (0.7)	6.4 (0.3)
Black, non-Hispanic	54.6 (1.5)	11.2 (0.9)	48.6 (1.5)	26.0 (0.8)
Hispanic	52.3 (1.4)	10.7 (0.8)	45.2 (1.4)	8.6 (0.8)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on National Household Education Survey (NHES), 1999 (Youth Interview Component).

Supplemental Table 6.2

Percent of students in grades 6–12 who participated in community service, by race/ethnicity: 1996 and 1999

Race/ethnicity	1996	1999
Total	49 (0.7)	52 (0.7)
White, non-Hispanic	53 (0.9)	56 (0.8)
Black, non-Hispanic	43 (1.9)	48 (1.8)
Hispanic	38 (1.8)	38 (1.4)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1996 and 1999 (Youth Interview Component).

Supplemental Table 6.3

Percent of students in grades 1–12 who reported a computer in their household and percent reporting Internet access at various places, by race/ethnicity: 1998

Race/ethnicity	Computer in household	Where students access the Internet		
		At school	At home	Other
Total	57.6 (0.5)	78.4 (0.5)	25.0 (0.5)	19.8 (0.4)
White, non-Hispanic	70.1 (0.6)	82.7 (0.5)	32.2 (0.6)	22.4 (0.6)
Black, non-Hispanic	27.7 (1.4)	70.1 (1.4)	8.4 (0.8)	13.0 (1.0)
Hispanic	28.4 (1.5)	70.5 (1.6)	8.0 (0.9)	15.5 (1.2)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2000*, based on U.S. Department of Commerce, Bureau of the Census, October and December Current Population Surveys, 1998.

Supplemental Table 6.4

Standard errors for the percent of 12- to 17-year-olds who reported using alcohol, tobacco, or other illicit drugs, by race/ethnicity, type of drug, and selected time periods: 1999

Type of drug/ time period	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian*	American Indian/ Alaska Native
Alcohol						
Lifetime	0.4	0.5	1.0	1.0	2.5	4.0
Past year	0.4	0.5	0.9	1.0	2.1	4.9
Past month	0.3	0.4	0.6	0.8	1.1	4.0
All tobacco products						
Lifetime	0.4	0.5	1.0	1.0	2.4	‡
Past year	0.4	0.5	0.8	0.9	1.9	5.6
Past month	0.3	0.4	0.6	0.7	1.4	4.2
Cigarettes						
Lifetime	0.4	0.5	0.9	1.0	2.4	‡
Past year	0.3	0.4	0.7	0.8	1.9	5.0
Past month	0.3	0.4	0.5	0.6	1.2	4.2
Any illicit drug						
Lifetime	0.4	0.5	1.0	1.0	2.0	4.5
Past year	0.3	0.4	0.9	1.0	1.6	4.6
Past month	0.2	0.3	0.7	0.7	1.4	3.5
Marijuana						
Lifetime	0.3	0.4	0.9	0.9	1.8	4.7
Past year	0.3	0.3	0.8	0.8	1.5	4.8
Past month	0.2	0.2	0.6	0.6	1.3	3.0
Any drug other than marijuana						
Lifetime	0.3	0.4	0.7	0.9	1.3	4.1
Past year	0.3	0.3	0.6	0.8	1.1	3.6
Past month	0.2	0.2	0.4	0.5	0.4	2.4

* This survey separates Asians from Native Hawaiians/Other Pacific Islanders. Sample sizes for Native Hawaiian/Other Pacific Islander were too small to permit reliable estimates.

‡ Reporting standards not met.

SOURCE: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, *Detailed Tables for 1999 and 2000 National Household Surveys on Drug Abuse.*

Supplemental Table 6.5

Births per 1,000 15- to 19-year-old females, by age of mother and race/ethnicity: 2000

	Ages 15–19		
Race/ethnicity	Total	15–17	18–19
Total	48.5	27.4	79.2
White, non-Hispanic	32.5	15.8	56.8
Black, non-Hispanic	81.9	52.0	125.1
Hispanic	94.4	60.0	143.6
Asian/Pacific Islander	21.6	11.5	37.0
American Indian/Alaska Native	67.8	39.6	113.1

SOURCE: Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being, 2002*, based on U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System.

Supplemental Table 6.6

Percent of students in grades 9–12 who reported that at school they felt unsafe, carried a weapon, were threatened or injured, or were in a fight, by race/ethnicity: 2001

Race/ethnicity	Felt too unsafe to go to school[1]	Carried a weapon on school property[1]	Threatened or injured with a weapon on school property[2]	Engaged in a physical fight on school property[2]
Total	6.6 (1.0)	6.4 (1.1)	8.9 (1.1)	12.5 (1.0)
White, non-Hispanic	5.0 (1.2)	6.1 (1.2)	8.5 (1.3)	11.2 (1.2)
Black, non-Hispanic	9.8 (1.5)	6.3 (1.8)	9.3 (1.5)	16.8 (2.5)
Hispanic	10.2 (1.3)	6.4 (1.0)	8.9 (2.1)	14.1 (1.7)

[1] At least once in the past 30 days.

[2] At least once in the previous 12 months.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *CDC Surveillance Summaries, Morbidity and Mortality Weekly Report 2001, 51 (SS04)*, based on National Center for Health Statistics, National Health Interview Survey—Youth Risk Behavior Survey, 2001.

Supplemental Table 7.1a

Standard errors for enrollment rates of 18- to 24-year-olds in colleges and universities: Selected years 1980 to 2000

	Enrollment as a percent of all 18- to 24-year-olds					Enrollment as a percent of all 18- to 24-year-old high school completers				
				Hispanic					Hispanic	
Year	Total	White, non-Hispanic	Black, non-Hispanic	Total	U.S. citizens*	Total	White, non-Hispanic	Black, non-Hispanic	Total	U.S. citizens*
1980	0.4	0.4	1.1	1.6	†	0.4	0.5	1.5	2.8	†
1985	0.4	0.5	1.2	1.8	†	0.5	0.5	1.5	2.7	†
1990	0.5	0.6	1.4	1.7	†	0.5	0.6	1.7	2.8	†
1995	0.4	0.6	1.2	1.1	1.3	0.5	0.6	1.4	1.7	1.8
1996	0.5	0.6	1.2	1.2	1.5	0.5	0.6	1.5	1.8	2.1
1997	0.5	0.6	1.3	1.2	1.5	0.5	0.6	1.5	1.8	2.0
1998	0.5	0.6	1.2	1.1	1.4	0.5	0.6	1.5	1.7	1.9
1999	0.5	0.6	1.2	1.1	1.3	0.5	0.6	1.5	1.7	1.9
2000	0.5	0.6	1.2	1.1	1.4	0.5	0.6	1.5	1.7	2.0

*Includes born and naturalized U.S. citizens.

† Not applicable.

NOTE: Includes both 2- and 4-year degree-granting postsecondary institutions. All data are based upon sample surveys of the civilian noninstitutional population. Percents based on 18- to 24-year-old high school graduates for 1992 and later years use a slightly different definition of graduation and may not be directly comparable with figures for other years.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, unpublished data from the Current Population Surveys, various years.

Supplemental Table 7.1b

Enrollment in colleges and universities and Hispanic serving institutions in the United States, by race/ethnicity: Selected years 1990 to 1999

Race/ethnicity	1990	1995	1996	1997	1998	1999	Percent change 1990 to 99
				Enrollment in colleges and universities			
Total	13,818,637	14,261,781	14,367,520	14,502,334	14,506,967	14,791,224	7
White, non-Hispanic	10,722,460	10,311,243	10,263,865	10,266,122	10,178,806	10,262,485	4
Black, non-Hispanic	1,247,039	1,473,672	1,505,565	1,551,044	1,582,915	1,640,746	32
Hispanic	782,449	1,093,839	1,166,108	1,218,493	1,257,107	1,316,616	68
Asian/Pacific Islander	572,440	797,359	828,166	859,206	900,478	909,658	59
American Indian/ Alaska Native	102,793	131,304	137,557	142,467	144,153	145,281	41
Nonresident alien	391,456	454,364	466,259	465,002	443,508	516,438	32
				Enrollment in Hispanic serving institutions			
Total	1,224,673	1,320,847	1,349,056	1,373,625	1,369,517	1,398,687	14
White, non-Hispanic	591,648	495,520	488,841	493,595	473,995	471,649	20
Black, non-Hispanic	136,448	154,282	157,299	161,380	159,544	161,747	19
Hispanic	358,690	496,968	526,667	543,417	563,402	587,720	64
Asian/Pacific Islander	90,253	116,999	119,327	123,888	131,811	127,072	41
American Indian/ Alaska Native	12,701	14,586	14,679	14,897	14,885	15,587	23
Nonresident alien	34,933	42,492	42,243	36,448	25,880	34,912	0

NOTE: Hispanic serving institutions (HSIs) are degree-granting public or private institutions of higher education in the United States and Puerto Rico that have at least 25 percent or more undergraduate Hispanic full-time-equivalent student enrollment and are eligible for Title IV funding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys, various years.

Supplemental Table 7.2

Number of degrees conferred by colleges and universities, by race/ethnicity and degree level: 1980-81, 1990-91, and 1999-2000

Degree type and year	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native	Non-resident alien
Associate							
1980-81	410,174	339,167	35,330	17,800	8,650	2,584	6,643
1990-91	462,030	376,081	37,657	24,251	13,725	3,672	6,644
1999-2000	564,933	408,508	60,181	51,541	27,764	6,494	10,445
Bachelor's							
1980-81	934,800	807,319	60,673	21,832	18,794	3,593	22,589
1990-91	1,280	904,062	65,341	36,612	41,618	4,513	29,134
1999-2000	1,237,875	928,013	107,891	74,963	77,793	8,711	40,504
Master's							
1980-81	294,183	241,216	17,133	6,461	6,282	1,034	22,057
1990-91	328,645	255,281	16,139	8,386	11,180	1,136	36,523
1999-2000	457,056	317,999	35,625	19,093	22,899	2,232	59,208
Doctor's							
1980-81	32,839	25,908	1,265	456	877	130	4,203
1990-91	38,547	25,328	1,211	732	1,459	102	9,715
1999-2000	44,808	27,520	2,220	1,291	2,380	159	11,238
First professional							
1980-81	71,340	64,551	2,931	1,541	1,456	192	669
1990-91	71,515	60,327	3,575	2,527	3,755	261	1,070
1999-2000	80,057	59,601	5,552	3,865	8,576	564	1,899

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Higher Education General Information Survey (HEGIS), "Degrees and Other Formal Awards Conferred" surveys, and Integrated Postsecondary Education Data System (IPEDS), "Completion" surveys, various years.

Supplemental Table 7.3

Percent of bachelor's degrees conferred in total and to Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000

Field of study	Total		Hispanic	
	Percentage	Number	Percentage	Number
Total	100.0	1,237,875	100.0	74,963
Biological sciences/life sciences	5.1	63,532	4.4	3,326
Business	20.8	257,709	19.8	14,869
Communications and communications technologies	4.6	56,910	4.1	3,045
Computer and information sciences	2.9	36,195	2.4	1,828
Education	8.7	108,168	6.5	4,865
Engineering and engineering-related technologies	5.8	72,299	5.3	3,963
Health professions and related sciences	6.3	78,458	4.7	3,506
Psychology	6.0	74,060	7.7	5,755
Social sciences and history	10.3	127,101	12.1	9,035
Visual and performing arts	4.7	58,791	4.1	3,047
Other	24.6	304,652	29.0	21,724

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

Supplemental Table 7.4

Percent of master's degrees conferred in total and to Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000

Field of study	Total		Hispanic	
	Percentage	Number	Percentage	Number
Total	100.0	457,056	100.0	19,093
Business	24.6	112,258	22.2	4,241
Computer and information sciences	3.1	14,264	1.3	253
Education	27.2	124,240	33.0	6,303
Engineering and engineering-related technologies	5.8	26,510	4.1	781
English language and literature/letters	1.6	7,230	1.4	265
Health professions and related sciences	9.3	42,456	7.4	1,415
Psychology	3.2	14,465	4.1	774
Public administration and services	5.6	25,594	8.6	1,647
Social sciences and history	3.1	14,066	3.1	584
Visual and performing arts	2.4	10,918	2.2	418
Other	14.2	65,055	12.6	2,412

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

Supplemental Table 7.5

Percent of doctor's degrees conferred in total and to Hispanics by colleges and universities in the top 10 most popular fields of study, by field of study: 1999–2000

	Total		Hispanic	
Field of study	Percentage	Number	Percentage	Number
Total	100.0	44,808	100.0	1,291
Biological sciences/life sciences	10.9	4,867	11.1	143
Business	2.7	1,196	1.4	18
Education	15.2	6,830	20.3	262
Engineering and engineering-related technologies	12.0	5,390	6.9	89
English language and literature/letters	3.6	1,628	3.8	49
Health professions and related sciences	6.0	2,676	4.6	59
Physical sciences and science technologies	9.0	4,018	5.6	72
Psychology	9.6	4,310	17.4	225
Social sciences and history	9.1	4,095	10.1	130
Theological studies and religious vocations	3.7	1,643	2.0	26
Other	18.2	8,155	16.9	218

NOTE: Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Completion" survey, 1999–2000.

Supplemental Table 7.6a

Standard errors for the percent of 25- to 29-year-olds who have completed college (bachelor's degree or higher), by race/ethnicity: Selected years 1975 to 2000

Race/ethnicity	1975	1980	1985	1990	1995	1996	1997	1998	1999	2000
Total	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.5	0.5
White, non-Hispanic	0.5	0.5	0.5	0.5	0.6	0.6	0.6	0.6	0.7	0.7
Black, non-Hispanic	1.1	1.0	1.0	1.0	1.2	1.1	1.1	1.2	1.2	1.3
Hispanic	1.4	1.2	1.0	0.8	0.8	0.8	0.8	0.8	0.7	0.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys, various years.

Supplemental Table 7.6b

Standard errors for the percent of persons 25 years old and over according to highest degree attained, by race/ethnicity: 2000

	Degree level					
Race/ethnicity	Associate	Bachelor's or higher	Bachelor's	Master's	First professional	Doctorate
Total	0.1	0.2	0.1	0.1	#	#
White, non-Hispanic	0.1	0.2	0.2	0.1	0.1	#
Black, non-Hispanic	0.3	0.4	0.4	0.2	0.1	0.1
Hispanic	0.2	0.3	0.3	0.1	0.1	0.1

# Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on U.S. Department of Commerce, Bureau of the Census, March Current Population Survey, 2000.

Supplemental Table 7.7

Percentage distribution of full-time instructional faculty in colleges and universities, by race/ethnicity and academic rank: 1999

Academic rank	Total, all races	White, non-Hispanic	Total, all minority	Black, non-Hispanic	Hispanic	Asian/ Pacific Islander	American Indian/ Alaska Native
Total	100.0	85.6	14.4	5.1	2.9	6.0	0.4
Professors	100.0	89.4	10.6	3.0	1.8	5.5	0.3
Associate professors	100.0	86.0	14.0	5.1	2.5	6.1	0.3
Assistant professors	100.0	82.0	18.0	6.6	3.3	7.6	0.5
Instructors	100.0	83.2	16.8	6.9	4.8	4.4	0.8
Lecturers	100.0	84.9	15.1	5.8	4.3	4.5	0.4
Other faculty	100.0	85.6	14.4	5.1	2.8	5.9	0.6

NOTE: Includes U.S. citizens and resident aliens identified by race. Excludes nonresident aliens and persons not identified by race. Includes 2- and 4-year degree-granting institutions that were participating in Title IV federal financial aid programs. Detail may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on Integrated Postsecondary Education Data System (IPEDS), "Fall Staff" survey, 1999–2000.

Supplemental Table 7.8

Standard errors for the percent of persons 17 years old and over enrolled in adult education during the previous 12 months, by type of program, employment status, and race/ethnicity: 1999

	Type of program						
Race/ethnicity	Any program	Part-time higher education	Career or job-related courses	Apprenticeship programs	Personal development courses	Basic education	English as a second language
Total persons							
Total	0.8	0.4	0.6	0.2	0.6	0.2	0.2
White, non-Hispanic	0.9	0.5	0.7	0.2	0.7	0.1	0.1
Black, non-Hispanic	2.3	1.3	1.7	0.9	1.9	0.8	0.1
Hispanic	2.5	1.3	1.3	1.1	1.9	0.6	1.2
Asian/Pacific Islander	4.6	3.4	3.8	0.5	3.6	1.1	2.2
American Indian/ Alaska Native	9.2	6.2	7.4	3.4	4.7	0.0	0.0
Employed persons							
Total	1.3	0.8	1.1	0.4	1.1	—	—
White, non-Hispanic	1.1	0.6	1.0	0.3	0.9	—	—
Black, non-Hispanic	2.8	1.6	2.3	1.3	2.4	—	—
Hispanic	3.1	1.7	1.8	1.5	2.2	—	—
Asian/Pacific Islander	5.5	4.3	4.8	0.0	4.2	—	—
American Indian/ Alaska Native	13.1	10.0	11.5	5.6	6.0	—	—

— Data not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education Component), unpublished data.

Supplemental Table 8.1

Standard errors for the unemployment rates of persons 16 years old and over, by age, race/ethnicity, and highest degree attained: 2000

Race/ethnicity and highest degree attained	Ages 16–24 Total	16–19	20–24	25 years and over
All persons				
All education levels	0.3	0.5	0.3	0.1
Less than high school completion	0.3	0.5	0.4	0.1
High school completer, no college	0.3	0.4	0.4	0.1
Some college, no degree	0.2	0.3	0.3	0.1
Associate degree	0.2	0.3	0.2	0.1
Bachelor's degree or higher	0.2	#	0.3	0.1
White, non-Hispanic				
All education levels	0.3	0.5	0.3	0.1
Less than high school completion	0.3	0.5	0.5	0.1
High school completer, no college	0.3	0.4	0.3	0.1
Some college, no degree	0.2	0.3	0.3	0.1
Associate degree	0.2	0.4	0.2	0.1
Bachelor's degree or higher	0.2	#	0.3	0.1
Black, non-Hispanic				
All education levels	1.0	1.5	1.2	0.3
Less than high school completion	1.1	1.6	1.6	0.4
High school completer, no college	1.0	1.5	1.3	0.3
Some college, no degree	0.7	1.2	1.0	0.3
Associate degree	0.6	0.9	0.8	0.2
Bachelor's degree or higher	0.6	#	0.8	0.2
Hispanic				
All education levels	0.8	1.5	0.9	0.3
Less than high school completion	0.9	1.6	1.1	0.3
High school completer, no college	0.8	1.3	1.0	0.3
Some college, no degree	0.6	1.2	0.8	0.3
Associate degree	0.4	#	0.5	0.2
Bachelor's degree or higher	0.5	#	0.7	0.2

# Rounds to zero.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

Supplemental Table 8.2

Standard errors for the median earnings (in current dollars) for persons 25 years old and over, by sex, race/ethnicity, and educational attainment: 2000

	Male				Female			
Highest degree attained	Total	White	Black	Hispanic	Total	White	Black	Hispanic
All education levels	$141	$153	$659	$523	$199	$220	$274	$308
9th to 12th grade, no diploma	293	317	854	479	356	373	921	449
High school completer, no college	153	166	427	804	242	278	491	545
Some college, no degree	287	318	770	941	202	237	841	663
Associate degree	834	519	782	2,384	269	311	529	1,566
Bachelor's degree or higher	728	470	2,061	2,075	230	258	992	1,364
Bachelor's degree	309	339	2,083	1,014	235	258	715	1,971
Master's degree	871	769	2,756	6,366	412	504	1,058	2,949

NOTE: White and Black categories include those of Hispanic origin.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Educational Attainment—People 25 Years Old and Over, by Total Money Earnings in 2000, Work Experience in 2000, Age, Race, Hispanic Origin, and Sex. Table PINC-03*, based on March Current Population Survey, 2000.

Supplemental Table 8.3a

Standard errors for the percentage distribution of employed persons according to occupation, by sex and race/ethnicity: 2000

	Men				Women			
Occupation	Total	White	Black	Hispanic	Total	White	Black	Hispanic
Managerial & professional specialty (includes teachers)	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Technical, sales, and administrative support	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3
Service occupations	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Precision production, craft, and repair	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Operators, fabricators, and laborers	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.2
Farming, forestry, and fishing	0.1	0.1	0.1	0.1	#	#	#	0.1

# Rounds to zero.

NOTE: White and Black categories include those of Hispanic origin.

SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, unpublished data from the Current Population Survey, 2000.

Supplemental Table 8.3b

Percent of employed 1992-93 bachelor's degree recipients who reported various job characteristics for primary job held in April 1997, by race/ethnicity

Race/ethnicity	Job closely related to degree	Job has definite career potential
Total	56.0 (0.8)	57.3 (0.7)
White, non-Hispanic	56.6 (0.9)	58.3 (0.8)
Black, non-Hispanic	49.5 (3.0)	46.8 (3.5)
Hispanic	57.6 (3.5)	54.1 (3.7)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-use data.

Supplemental Table 8.3c

Percent of 1992-93 bachelor's degree recipients employed in April 1997 who were very satisfied with various aspects of their work environment, by race/ethnicity

Race/ethnicity	Co-workers	Supervisor	Working conditions
Total	79.9 (0.6)	60.3 (0.8)	55.9 (0.7)
White, non-Hispanic	80.7 (0.6)	61.2 (0.8)	57.1 (0.7)
Black, non-Hispanic	71.0 (2.7)	48.5 (3.1)	42.2 (2.6)
Hispanic	79.8 (2.4)	56.9 (3.1)	55.2 (3.1)

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 Baccalaureate and Beyond Longitudinal Study, Second Follow-up (B&B:93/97), restricted-use data.

Supplemental Table 8.4a

Percentage distribution of adults at various score ranges of literacy, by literacy scale and race/ethnicity: 1992

Literacy scale and race/ethnicity	Literacy score					Average proficiency
	225 or lower	226–275	276–325	326–375	376 or higher	
Prose						
Total	20 (0.4)	27 (0.6)	32 (0.7)	17 (0.4)	3 (0.2)	273 (0.6)
White	14 (0.4)	26 (0.6)	36 (0.8)	21 (0.5)	4 (0.3)	296 (0.7)
Black	38 (1.1)	37 (1.3)	21 (1.0)	4 (0.5)	0 (0.1)	237 (1.4)
Hispanic	49 (1.4)	26 (1.4)	19 (1.4)	6 (0.8)	1 (0.3)	216 (2.2)
Document						
Total	23 (0.4)	28 (0.5)	31 (0.5)	15 (0.4)	3 (0.2)	267 (0.7)
White	16 (0.5)	27 (0.6)	34 (0.7)	19 (0.5)	3 (0.2)	290 (0.8)
Black	42 (1.0)	36 (1.2)	18 (0.9)	3 (0.4)	0 (0.1)	230 (1.1)
Hispanic	49 (1.7)	26 (1.6)	19 (1.4)	5 (0.8)	1 (0.3)	214 (2.6)
Quantitative						
Total	22 (0.5)	25 (0.6)	31 (0.6)	17 (0.3)	4 (0.2)	272 (0.7)
White	14 (0.5)	24 (0.6)	35 (0.7)	21 (0.4)	5 (0.2)	287 (0.8)
Black	46 (1.0)	34 (1.1)	17 (1.0)	3 (0.4)	0 (0.1)	224 (1.4)
Hispanic	49 (1.3)	25 (1.4)	20 (1.3)	5 (1.1)	1 (0.2)	213 (2.4)

NOTE: Detail may not add to 100 due to rounding. Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Adult Literacy and Education in America: Four Studies Based on the National Adult Literacy Survey,* based on National Adult Literacy Survey, 1992.

Supplemental Table 8.4b

Percent of persons 25 years old and over who read at a given frequency, by race/ethnicity and type of reading activity: 1999

Reading activity	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Read regularly*	50.2 (0.8)	53.1 (1.1)	46.9 (2.5)	28.5 (2.3)
Read newspapers daily	56.5 (0.8)	61.0 (0.9)	50.8 (2.5)	28.7 (2.6)
Read a book in the past 6 months	64.3 (0.8)	66.2 (0.9)	64.0 (2.6)	45.4 (2.6)

* Defined as reading a newspaper once a week, at least one magazine regularly, and a book in the past 6 months.

NOTE: Standard errors are in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *The Condition of Education, 2001*, based on National Household Education Survey (NHES), 1999 (Adult Education and Life-Long Learning Component).

Supplemental Table 8.5

Voting rates for persons 18 years old and over, by race/ethnicity and highest level of education completed: November 2000

Level of education	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Less than high school completion	30.9 (0.8)	37.2 (1.0)	41.7 (1.9)	15.4 (1.9)
High school completer	49.4 (0.5)	53.1 (0.5)	49.4 (1.4)	28.7 (2.1)
Some college or associate degree	60.3 (0.5)	63.9 (0.5)	59.3 (1.4)	41.1 (2.4)
Bachelor's degree or higher	72.0 (0.4)	76.6 (0.4)	71.4 (1.6)	50.9 (3.0)

NOTE: Data are for the citizen population. Standard errors are in parentheses.

SOURCE: U.S. Department of Commerce, Bureau of the Census, *Reported Voting and Registration, by Race, Hispanic Origin, Sex, and Educational Attainment: November 2000*, Table 6, based on Current Population Survey, November 2000 supplement.

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EFF-089 (1/2003)